

**CLOVERPORT INDEPENDENT SCHOOLS:  
DISTRICT PERSONNEL EVALUATION PLAN**



**Cloverport Independent Schools**

Name of District

**(270) 788-3910**

Telephone

**101 Fourth Street**

Street Address

**Cloverport, KY**

City and State

**40111**

Zip Code

**Joshua E. Powell**

Superintendent

**Sheri D. McKinney**

Evaluation Contact Person

**Principal**

Position

**(270) 788-3388**

Telephone

**Evaluation Plan Development Committee Members  
2007-2008**

**Joshua E. Powell, Superintendent**

**Sheri D. McKinney, Principal**

**Danielle Naviaux, Teacher**

**Jill Powers, Teacher**

## ASSURANCES

### CERTIFIED SCHOOL PERSONNEL EVALUATION PLAN

The Cloverport Independent School District hereby assures the Commissioner of Education that:

This evaluation plan was developed by an evaluation committee composed of an equal number of teachers and administrators.

The evaluation process and criteria for evaluation will be explained to and discussed with all certified personnel annually within one month of reporting for employment. This shall occur prior to the implementation of the plan. The evaluation of each certified staff member will be conducted or supervised by the immediate supervisor of the employee.

All certified employees shall develop an Individual Professional Growth Plan (IGP) that shall be aligned with the school/district improvement plan and comply with the requirements of 704 KAR 3:345. The IGP will be reviewed annually.

All administrators, to include the superintendent, and non-tenured teachers will be evaluated annually.

All tenured teachers will be evaluated once per year.

Each evaluator will be trained and approved in the use of appropriate evaluation techniques and the use of local instruments and procedures.

Each person evaluated will have both formative and summative evaluations with the evaluator regarding his/her performance.

Each evaluatee shall be given a copy of his/her summative evaluation and the summative evaluation shall be filed with the official personnel records.

The local evaluation plan provides for the right to a hearing as to every appeal, an opportunity to review all documents presented to the evaluation appeals panel, and a right to presence of evaluatee's chosen representative.

The evaluation plan process will not discriminate on the basis of race, national origin, religion, marital status, sex or disability.

This evaluation plan will be reviewed as needed and any substantive revisions will be submitted to the Department of Education for approval.

The local board of education approved the evaluation plan as recorded in the minutes of the meeting held on August 16, 2007.

\_\_\_\_\_  
Signature of District Superintendent

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature of Chairperson, Board of Education

\_\_\_\_\_  
Date

## Table of Contents

### General Information

District Identification.....	1
District Assurances.....	2
Table of Contents.....	3-4

### Evaluation Process

Definition of Evaluation.....	5
Professional Growth and Evaluation Process/Guidelines.....	6
Evaluation Procedures.....	7-8
Intern Evaluation Process.....	9
Non-Tenured Evaluation Process.....	10
Tenured Evaluation Process.....	11
Intern School Administrator Evaluation Process.....	12
Experienced Administrator Evaluation Process.....	13
Ethical Guidelines for Administrators.....	14-15
Personnel Deadlines and Timelines.....	15
Management of Data.....	16
Third Party Observer Process.....	16
Primary Evaluator Designees.....	16

### Professional Growth Plans

Instructions for Individual Professional Growth Plan.....	17
Provisions for Superintendent's Professional Growth.....	18
Individual Professional Growth Plan.....	19

### Employee Assistance

Performance Evaluation Employee Assistance.....	20
Employee Assistance Record.....	21
Assistance Team Meeting Log.....	22

### Appeals Process

Evaluation Appeals Process.....	23
Evaluation Appeals Hearing Request Form.....	24
Evaluation Appeals Hearing Procedure.....	25

### Corrective Action Plans

Instructions for Individual Corrective Action Plan.....	26
Individual Corrective Action Plan.....	27

### Certified Evaluation Forms

Evaluation Data Form.....	28
Pre-Observation Conference Form.....	29
Superintendent's Evaluation.....	30-33
Principal's Evaluation.....	34-38
Director of Special Education.....	39-41
Teacher.....	42-48

Curriculum Specialist.....	49-50
Guidance Counselor.....	51-55
Library Media Specialist.....	56-57
Preschool Coordinator.....	58-59
Adult Education Teacher.....	60-63

### Classified Evaluation Forms

District Technology Coordinator.....	64-65
Instructional Assistant.....	66-67
Athletic Director.....	68-69
Head Coach.....	70-71
Assistant Coach.....	72-73
Community Education Director.....	74-75
Family Resource/Youth Service Center Director.....	76-77
Family Resource/Youth Service Center Assistant.....	78-79
Administrative Secretary.....	80-81
Accounts Payable/Finance Clerk.....	82-83
Attendance Secretary.....	84-85
Food Services Manager.....	86-88
Food Service Worker.....	89-90
Custodian.....	91-92
Bus Driver.....	93-94

### Professional Standards

Evaluation Standards and Performance Criteria for Teachers.....	95-98
ISLLC Evaluation Standards for Education Administrators.....	99
ISLLC Evaluation Standards Performances.....	100-102
Standards and Indicators for School Improvement.....	103
Glossary of Terms.....	104-105

## EVALUATION IS...

...the process of assessing or determining the effectiveness of performances and products:

- ✓ To promote the continuation of professional competence;
- ✓ To identify areas for professional growth; and,
- ✓ To assist in making personnel decisions

for the purpose of improving instruction, curriculum, assessment and other professional responsibilities.

## Professional Growth and Evaluation Process/Guidelines

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### Administrators

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**Principal Interns:** Frequency of formative observations and summative evaluation stipulated in 16 KAR 7:020

**Experienced Administrators:** Summative evaluation shall occur annually as stipulated in 704 KAR 3:345 Section 4 (2) (i)

All evaluations of certified employees below the level of the district superintendent shall be in writing **on evaluation forms and under evaluation procedures developed by a committee composed of an equal number of teachers and administrators and approved by the local Board of Education.**

**Professional growth plans** for administrators are developed/revised in accordance with the evaluation cycle for administrators and **reviewed annually.**

Superintendents follow the requirements as stipulated in KRS 156.111 and 704 KAR 3:406.

The immediate supervisor is designated as the primary evaluator.

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### Teachers

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All evaluations of certified employees below the level of the district superintendent shall be in writing **on evaluation forms and under evaluation procedures developed by a committee composed of an equal number of teachers and administrators and approved by the local Board of Education.**

**Professional growth plans** for certified staff are developed/revised in accordance with the evaluation cycle and **reviewed annually.**

The immediate supervisor is designated as the primary evaluator.

The evaluation plan shall be explained to and discussed with all employees no later than the end of the first month of reporting for employment for each school year.

## EVALUATION PROCEDURES

### Non-Tenured Teachers: Formative Stage

Non-tenured teachers shall be observed by the primary evaluator a minimum of two (2) times each year. One (1) shall be a formal observation during the first semester and the other shall be an informal observation completed by April 1<sup>st</sup>. Formal observations must be a complete class period or for a complete lesson with a pre-observation worksheet required. A pre-observation conference is optional at the request of the evaluator or the evaluatee. Informal observations are not scheduled and may be for a complete class period or lesson, or any part of a class period or lesson. Additional formal and/or informal observations may be done as deemed necessary to provide assistance and to monitor the assistance growth plan process.

A post-observation conference shall be held after any formal or informal observation has been completed. Conferences following informal observations may be brief, but must be completed following the same guidelines as formal observations. All conferences shall be held within five (5) working days following the observation. The evaluator shall provide a copy of the formative evaluation instrument to the evaluatee and conduct the conference within five (5) working days. Both parties are to sign the form indicating that the data has been discussed. The evaluatee may write any comments in response to the report and request that the comments be attached to the evaluation instrument.

The *Individual Professional Growth Plan* (IPGP) is to be completed annually by all certified employees. The growth plan is to be denoted as enrichment or assistance. The enrichment growth plan shall be completed annually by staff members who “meet district standards,” but need to continue and extend their professional growth. The assistance growth plan shall be completed by staff who have performance areas marked as “needs improvement” or “must improve”. With the assistance growth plan the evaluator takes an active role in the activities and appraisal of the activities along with the evaluatee. Intensive assistance may require the use of an assistance team of individuals to help the staff member grow professionally.

The IPGP shall be aligned with the specific goals and objectives of the *Comprehensive School Improvement Plan* (CSIP). Growth plans shall address measurable specific objectives that the evaluator and/or evaluatee identify. Evaluators are to coordinate the growth plan efforts with the evaluatee and provide suggestions, ideas and strategies for improvement. The evaluator may request assistance from other employees including teachers, principals and central office staff. Such assistance could include demonstration teaching, sharing ideas on methods and instructional strategies, materials, suggested professional journals, observations of effective staff members, etc.... In addition, professional development, additional coursework and other building level meetings shall be focused on the common needs of evaluatees. Principals should keep a cumulative list of professional development needs as the observation and evaluation of the staff progresses.

### Non-Tenured Teachers: Summative Stage

The summative process is a complete review of all data collected during the formative cycle. A summative evaluation report shall be completed annually for all non-tenured teachers by April 15<sup>th</sup>.

A conference shall be held with the evaluatee to discuss the summative report and to review the individual growth plan and/or discuss the development of the next plan to be implemented. The evaluator shall provide a copy of the summative report to the evaluatee and both parties are to sign the form indicating that the report has been discussed. The evaluatee may make any written response to the report. Any comments may include a statement of objection and a request that the summative evaluation be reviewed in whole or in part by the Appeals Committee. The appeals process shall be handled as outlined in board policy 03.18 and administrative procedure 03.18.

#### Tenured Teachers: Formative Stage

Tenured teachers shall be observed formally at least one (1) time each year. The formative observation shall be completed by March 1<sup>st</sup>. Additional formal and/or informal observations may be done as deemed necessary to provide assistance and to monitor the assistance growth plan process.

All procedures for observations, pre-observation worksheets, pre-observation conferences, post-observation conferences are the same as described in the non-tenured teacher section.

#### Tenured Teachers: Summative Stage

Tenured teachers shall be evaluated summatively at least one (1) time each year by April 15<sup>th</sup>.

All procedures for conferences, evaluatee responses and appeals are the same as described in the non-tenured section.

#### Administrators

A formative and summative evaluation shall be completed annually for all administrators, including the Superintendent.

For administrators other than the Superintendent, the formative evaluation shall be completed by March 1<sup>st</sup> and the summative evaluation shall be completed by April 15<sup>th</sup>. Formative data collection is done on a continuous basis through the year and/or with visits made to the school. A conference shall be held with each administrator to discuss the summative report and to review the IPGP and/or discuss the next plan to be implemented. All other procedures shall be followed as described for teachers.

The Superintendent shall be evaluated annually by the Board of Education. The summative evaluation will be completed no later than June 1<sup>st</sup> of each year.



## INTERNSHIP/PROFESSIONAL GROWTH AND EVALUATION PROCESS

<p style="text-align: center;"><b><u>Intern Teachers:</u></b></p> <p><b>Intern teachers are non-tenured with less than one (1) year of experience</b></p>
<p style="text-align: center;"><b><u>Initial Conference and Pre-Conference(s)</u></b> <b>(prior to each observation)</b></p> <ol style="list-style-type: none"><li>1. Who makes the observations</li><li>2. When observations are to occur</li><li>3. Where observations will occur</li><li>4. Unit of Study/ Lesson Plan</li><li>5. Other Exchange of Information</li></ol>
<p style="text-align: center;"><b><u>Formative Observations</u></b> <b>for data collection</b></p> <ol style="list-style-type: none"><li>1. Minimum of three (3) per year when results are satisfactory, more may occur when results are unsatisfactory</li><li>2. Prior to each formative conference</li><li>3. Use KTIP Form</li></ol>
<p style="text-align: center;"><b><u>Formative Conferences (post)</u></b></p> <ol style="list-style-type: none"><li>1. Minimum of three (3) per year, more may occur when results are unsatisfactory</li><li>2. Intern and intern committee</li><li>3. Conference with intern follows observation</li><li>4. Open discussion of observation and feedback to teacher regarding performances and products</li><li>5. Discuss, establish and/or revise individual professional growth plan and activities</li><li>6. Written reports</li></ol>
<p style="text-align: center;"><b><u>Summative Conferences (post)</u></b> <b>for decision making</b></p> <ol style="list-style-type: none"><li>1. Discussion between intern and intern committee</li><li>2. One time</li><li>3. Includes all data collected</li><li>4. Held at the end of the cycle</li><li>5. Completed (written) report provided to the intern</li><li>6. Establish and/or revise individual professional growth plan</li></ol>
<p style="text-align: center;"><b><u>Summative Evaluation</u></b></p> <ol style="list-style-type: none"><li>1. One time</li><li>2. Summary and conclusions from all formal and informal evaluation data</li><li>3. Written report and decision</li></ol>
<p style="text-align: center;"><b><u>Timeline</u></b></p> <p>Teacher interns are evaluated according to the specific timeframes stipulated in the respective administrative regulations.</p> <p>Request for third party observations must be submitted in writing to the primary evaluator by February 15<sup>th</sup> of the summative year.</p>

**Procedures used for interns are stipulated by 16 KAR 7:010 (Kentucky Teacher Internship Program) and are for certification purposes only. However, interns are subject to the local district evaluation guidelines as stipulated in 704 KAR 3:345 and KRS 156.557.**

Cloverport Independent Schools: District Evaluation Plan

<p align="center"><b><u>Non-Tenured New and Experienced Teachers:</u></b>  <b>One (1) to four (4) years of total experience; or new to the district</b></p>
<p align="center"><b><u>Initial Conference and Pre-Conference(s)</u></b>  <b>(prior to each observation)</b></p> <ol style="list-style-type: none"> <li>1. Who makes the observations</li> <li>2. When observations are to occur</li> <li>3. Where observations will occur</li> <li>4. Unit of Study/ Lesson Plan</li> <li>5. Other Exchange of Information</li> </ol>
<p align="center"><b><u>Formative Observations</u></b>  <b>for data collection</b></p> <ol style="list-style-type: none"> <li>1. Minimum of two (2) per year when results are satisfactory, more may occur when results are unsatisfactory</li> <li>2. Prior to each formative conference</li> </ol>
<p align="center"><b><u>Formative Conferences (post)</u></b></p> <ol style="list-style-type: none"> <li>1. Minimum of two (2) per year, more may occur when results are unsatisfactory</li> <li>2. Evaluator and evaluatee</li> <li>3. Within one (1) work week following each observation</li> <li>4. Open discussion of observation and feedback to teacher regarding performances and products</li> <li>5. Discuss, establish and/or revise individual professional growth plan and activities</li> </ol>
<p align="center"><b><u>Summative Conferences (post)</u></b>  <b>for decision making</b></p> <ol style="list-style-type: none"> <li>1. Discussion between evaluator and evaluatee</li> <li>2. Once each year</li> <li>3. Includes all evaluation data collected</li> <li>4. Held at the end of the evaluation cycle</li> <li>5. Completed (written) report provided to the evaluatee</li> <li>6. Establish and/or revise individual professional growth plan</li> </ol>
<p align="center"><b><u>Summative Evaluation</u></b></p> <ol style="list-style-type: none"> <li>1. Once each year</li> <li>2. Summary and conclusions from all evaluation data (formative and summative)</li> <li>3. Written evaluation report</li> </ol>
<p align="center"><b><u>Timeline</u></b></p> <p>First formative observation and conference held by November 15<sup>th</sup>.  (Professional Growth Activities)</p> <p>Second formative observation and conference held by April 1<sup>st</sup>.  (Professional Growth Activities)</p> <p>Summative evaluation conferences held by April 15<sup>th</sup>.</p>

**\*Requests for third party observations must be submitted in writing to the primary evaluator by February 15<sup>th</sup>.**

<p align="center"><b><u>Experienced Teachers:</u></b></p> <p><b>More than four (4) years of total experience, more than one (1) year of experience in the district</b></p>
<p align="center"><b><u>Initial Conference and Pre-Conference(s)</u></b> <b>(prior to each observation)</b></p> <ol style="list-style-type: none"> <li>1. Who makes the observations</li> <li>2. When observations are to occur</li> <li>3. Where observations will occur</li> <li>4. Unit of Study/ Lesson Plan</li> <li>5. Other Exchange of Information</li> </ol>
<p align="center"><b><u>Formative Observations</u></b> <b>for data collection</b></p> <ol style="list-style-type: none"> <li>1. Minimum of one (1) per year when results are satisfactory, more may occur when results are unsatisfactory</li> <li>2. Prior to each formative conference</li> </ol>
<p align="center"><b><u>Formative Conferences (post)</u></b></p> <ol style="list-style-type: none"> <li>1. Minimum of one (1) per year, more may occur when results are unsatisfactory</li> <li>2. Evaluator and evaluatee</li> <li>3. Within one (1) work week following each observation</li> <li>4. Open discussion of observation and feedback to teacher regarding performances and products</li> <li>5. Discuss, establish and/or revise individual professional growth plan and activities</li> </ol>
<p align="center"><b><u>Summative Conferences (post)</u></b> <b>for decision making</b></p> <ol style="list-style-type: none"> <li>1. Discussion between evaluator and evaluatee</li> <li>2. Once each year</li> <li>3. Includes all evaluation data collected</li> <li>4. Held at the end of the evaluation cycle</li> <li>5. Completed (written) report provided to the evaluatee</li> <li>6. Establish and/or revise individual professional growth plan</li> </ol>
<p align="center"><b><u>Summative Evaluation</u></b></p> <ol style="list-style-type: none"> <li>1. Once each year</li> <li>2. Summary and conclusions from all evaluation data (formative and summative)</li> <li>3. Written evaluation report</li> </ol>
<p align="center"><b><u>Timeline</u></b></p> <p>Formative observation and conference held by March 1<sup>st</sup>. Summative evaluation conferences held by April 15<sup>th</sup>.</p> <p><b>*Requests for third party observations must be submitted in writing to the primary evaluator by February 15<sup>th</sup>.</b></p>

<p style="text-align: center;"><b><u>Intern School Administrators</u></b> (less than one year experience)</p>
<p style="text-align: center;"><b><u>Initial Conference and Pre-Conference(s)</u></b> (prior to each observation)</p> <ol style="list-style-type: none"> <li>1. Who makes the observations</li> <li>2. When observations are to occur</li> <li>3. Where observations will occur</li> <li>4. Unit of Study/ Lesson Plan</li> <li>5. Other Exchange of Information</li> </ol>
<p style="text-align: center;"><b><u>Formative Observations</u></b> for data collection</p> <ol style="list-style-type: none"> <li>1. Minimum of three (3) per year when results are satisfactory, more may occur when results are unsatisfactory</li> <li>2. Prior to each formative conference</li> <li>3. Use KPIP Form</li> </ol>
<p style="text-align: center;"><b><u>Formative Conferences (post)</u></b></p> <ol style="list-style-type: none"> <li>1. Minimum of three (3) per year, more may occur when results are unsatisfactory</li> <li>2. Intern and intern committee</li> <li>3. Conference with intern follows observation</li> <li>4. Open discussion of observation and feedback to teacher regarding performances and products</li> <li>5. Discuss, establish and/or revise individual professional growth plan and activities</li> <li>6. Written reports</li> </ol>
<p style="text-align: center;"><b><u>Summative Conferences (post)</u></b> for decision making</p> <ol style="list-style-type: none"> <li>1. One time</li> <li>2. Summary and conclusions from all formal and informal evaluation data</li> <li>3. Written report and decision</li> </ol>
<p style="text-align: center;"><b><u>Summative Evaluation</u></b></p> <ol style="list-style-type: none"> <li>1. Discussion between intern and intern committee</li> <li>2. One time</li> <li>3. Includes all data collected</li> <li>4. Held at the end of the cycle</li> <li>5. Completed written report provided to the intern</li> <li>6. Establish and revise individual professional growth plan</li> </ol>
<p><b>District personnel files <u>shall contain</u>:</b></p> <ol style="list-style-type: none"> <li>1. Summative evaluation (completed form) per administrator at the end of the evaluation cycle.</li> <li>2. Individual professional growth plan per administrator per evaluation cycle (reviewed annually).</li> <li>3. Intern records maintained according to KPIP 704 KAR 20:470</li> </ol>
<p style="text-align: center;"><b><u>Timeline</u></b></p> <p>Formative observation and conference held by March 1<sup>st</sup>. Summative evaluation conferences held by April 15<sup>th</sup>.</p>

<p align="center"><b><u>Experienced School Administrators</u></b> (except local district superintendent)</p>
<p align="center"><b><u>Initial Conference and Pre-Conference(s)</u></b> (prior to each observation)</p> <ol style="list-style-type: none"> <li>1. Who makes the observations</li> <li>2. When observations are to occur</li> <li>3. Where observations will occur</li> <li>4. Unit of Study/ Lesson Plan</li> <li>5. Other Exchange of Information</li> </ol>
<p align="center"><b><u>Formative Observations</u></b> <b>for data collection</b></p> <ol style="list-style-type: none"> <li>1. Minimum of one (1) per year when results are satisfactory, more may occur when results are unsatisfactory</li> <li>2. Prior to each formative conference</li> </ol>
<p align="center"><b><u>Formative Conferences (post)</u></b></p> <ol style="list-style-type: none"> <li>1. Minimum of one (1) per year, more may occur when results are unsatisfactory</li> <li>2. Evaluator and evaluatee</li> <li>3. Within one (1) work week following each observation</li> <li>4. Open discussion of observation and feedback to teacher regarding performances and products</li> <li>5. Discuss, establish and/or revise individual professional growth plan and activities</li> </ol>
<p align="center"><b><u>Summative Conferences (post)</u></b> <b>for decision making</b></p> <ol style="list-style-type: none"> <li>1. Discussion between evaluator and evaluatee</li> <li>2. Once each year</li> <li>3. Includes all evaluation data collected</li> <li>4. Held at the end of the evaluation cycle</li> <li>5. Completed (written) report provided to the evaluatee</li> <li>6. Establish and/or revise individual professional growth plan</li> </ol>
<p align="center"><b><u>Summative Evaluation</u></b></p> <ol style="list-style-type: none"> <li>1. Once each year</li> <li>2. Summary and conclusions from all evaluation data (formative and summative)</li> <li>3. Written evaluation report</li> </ol>
<p><b>District personnel files <u>shall contain</u>:</b></p> <ol style="list-style-type: none"> <li>1. Summative evaluation (completed form) per administrator at the end of the evaluation cycle.</li> <li>2. Individual professional growth plan per administrator per evaluation cycle (reviewed annually).</li> </ol>
<p align="center"><b><u>Timeline</u></b></p> <p>Formative observation and conference held by March 1<sup>st</sup>. Summative evaluation conferences held by April 15<sup>th</sup>.</p>

**\*Requests for third party observations must be submitted in writing to the primary evaluator by February 15<sup>th</sup>.**

## **Ethical Guidelines for Administrators**

### **❖ Open (no secrets)**

- All monitoring or observation of performance of a certified school employee shall be conducted openly and with full knowledge of the employee (KRS 156.557).
- The evaluation criteria and process shall be explained and discussed with each certified staff member no later than the end of the first month of reporting for employment (704 KAR 3:345, Section 5 (2)).
- Newly-hired certified school employees or employees hired in the middle of the school year must be given a thorough orientation (see “B” above) to the district evaluation plan prior to any evaluation observation visits.

### **❖ Honest (sincere, factual, fair, truthful)**

- Rely upon observable and documented data (either performance or product) for making evaluation decisions. Personal opinions, gossip and rumors can only create havoc for both parties involved. All data collected must be substantiated and in written form (signed and dated by both observee and observer).
- All observations of performances and products should be made in writing. Experts have said, “If it isn’t written, it didn’t happen!” This is a good rule to follow. Evaluation requires documentation!
- All certified school employees deserve the evaluator’s sincerest efforts in the evaluation process. The evaluator’s time and attentiveness are of the utmost importance, particularly as research substantiates that instruction is improved when teaching skills are improved.
- Factual—behaviors are to be described in writing rather than by a memory-recall technique. (If an important event occurs when an evaluator has no paper or pencil available, record the incident in writing as soon as paper and pencil are available.)
- Questionable or unclear behaviors observed during the observation should be noted and discussed during the post-observation conference.
- If requested by the teacher, observations by another teacher trained in the teacher’s content area or curriculum content specialist shall be provided.

### **❖ Reasonable (common sense, ethical)**

- Certified school employees are at various developmental levels (tenured, internist, etc...).
- Evaluation results, professional growth plans and completed forms must support personnel decisions.
- Inform all evaluatees of their rights to appeal. Appeals must coincide with the district procedures and timelines.
- Notify evaluatees in writing any time performance, behaviors and incidents are documented and placed in their personnel files. The evaluatee receives a copy of all entries.
- Performance criteria ratings must substantiate each standard rating.

## ❖ Interpersonal

- Evaluators should dialogue with the evaluatee rather than dictate. A collegial relationship enhances the evaluation process.
- Listen to evaluatee's comments.
- Honor or acknowledge feedback from the evaluatee.
- Arrive at a consensus with the evaluatee, when possible.

## Personnel Deadlines and Timelines

- **Non-Renewal of Classified Employees:** Superintendent must provide or mail written notice of the non-renewal to the employee no later than **April 30<sup>th</sup>**. (KRS 161.011 [5])
- **Non-Renewal of Certified Limited Contract Employees:** Superintendent must present written notice of the non-renewal to the teacher no later than **April 30<sup>th</sup>**. (KRS 161.750 [20])
- **Reduction in Responsibility of Certified Employees:** Where an administrator is being demoted, or a teacher's extra duty or extended employment is being reduced, written notification of the reduction of duties and corresponding reduction in salary must be provided by the Superintendent to the employee **not later than ninety (90) days** before the first student attendance day of the school year. The notice must include the specific reason for the reduction. (KRS 161.760 [3])
- **Transfer or Change in Appointment of a Teacher:** Transfers or changes in appointments of teachers **not later than thirty (30) days** before the first student attendance day are limited to those grounds set out in statute. (KRS 162.760 [2])
- **Notice of Best Estimate of Certified Salary:** The superintendent must provide to each teacher a written best estimate of salary to be paid the teacher for that year, **not later than forty-five (45) days** before the first student attendance day for that year. (KRS 161.760 [1])

## Management of Data

All evaluation data shall be kept in a central personnel file as follows:

1. All building level staff formative and summative data shall be filed by the principal in the building. Only a copy of the summative report is kept in a central file in the Superintendent's office.
2. All other administrative staff data shall be filed in a central file in the Superintendent's office.

When an employee transfers within the system, the personnel file needs to be sent to the principal of the new school.

All personnel evaluation data shall be maintained for the timelines described in the Records Retention Manual.

All personnel file data is confidential, but may be examined by the employee upon request.

## Third Party Observer Process

If requested by the teacher, observations by another teacher trained in the teacher's content area or by curriculum content specialists shall be provided. The selection of the third party observer shall, if possible, be determined through mutual agreement by the evaluator and the evaluatee. A teacher who exercises this option shall present a written request to the evaluator no later than February 15<sup>th</sup> of the academic year. If the evaluator and the evaluatee have not agreed upon the selection of a third party observer within five working days of the teacher's written request, the evaluator shall select the third party observer.

## Primary Evaluator Designee

Evaluatee	Evaluator
Superintendent	Board of Education
Principal Director of Special Education District Technology Coordinator Accounts Payable/Finance Clerk	Superintendent
Teacher Curriculum Specialist Guidance Counselor Library Media Specialist Preschool Coordinator Adult Education Teacher Athletic Director Head Coach Assistant Coach Community Education Director FRYSC Director/Assistant Instructional Assistant Administrative Secretary Attendance Secretary Food Services Manager Food Service Worker Custodian Bus Driver	Principal



## **Professional Growth Plan**

As with evaluation, professional growth activities should be more than a yearly “one time” event. Every school employee should view professional improvement as an on-going process for enhancing and strengthening their techniques, methods, products and performances.

704 KAR 3:345 (2) (c) requires the evaluation system to include a professional growth plan for all certified personnel below the level of the district superintendent. This plan must be aligned with specific goals and objectives of the school or district improvement plan and must be reviewed annually. The evaluatee and the supervisor should discuss and agree upon a meaningful plan aligned with the school/district improvement plan and suited specifically to enhance and assist the performance of the evaluatee.

The professional growth plan will be developed and submitted no later than September 1<sup>st</sup> of the school year. Observation visits, conferences between the employee and the immediate supervisor; and activities identified by the evaluatee as specific enrichment goals may contribute to the plan's update and revision.

The professional growth plan will be reviewed annually and maintained as part of the district's personnel files.

## **Instructions for Completing the IPGP**

The IPGP is completed by the employee with assistance from the immediate supervisor.

1. Identify Goal(s)/Objective(s) from Comprehensive School Improvement Plan or Comprehensive District Improvement Plan

704 KAR 3:345 Section 4 (2)(c) states, “The evaluation system shall include a professional growth plan for all certified personnel below the level of superintendent **aligned with specific goals and objectives of the school improvement plan or the district improvement plan and shall be reviewed annually.**”

2. Present Professional Development Stage—Select one of the following:
  - a. Orientation/Awareness
  - b. Preparation/Application
  - c. Implementation/Management
  - d. Refinement/Impact

3. Procedures and Activities

List the specific activities you plan to do in order to meet your goal(s) and objective(s). For example, attending specific staff development workshops, soliciting input from peer/colleague who has mastered the goal for objective, enrolling in a seminar, collaborating with other support personnel, etc....

4. Additional Support

Identify what additional support (human resources, materials, etc...) you will need to complete your identified activities.

5. Expected Impact

Describe the expected impact in terms of improved student performance, change in teacher practice or completion of finished process.

6. Method of Appraisal

Identify how you will demonstrate completion of activities and procedures.

7. Target Dates for Completion/Review

Identify the date that you plan to accomplish/review your IPGP goal(s) and/or objective(s).

Signatures, comments and review dates will be filled in with evaluator during professional growth conferences.

### **Provisions for Superintendent's Professional Growth**

All new superintendents will within the first year of employment, complete the Superintendent's Training as outlined in KRS 156.111. Every year thereafter, the Superintendent will engage in appropriate and relevant professional growth activities that meet the requirements of the Kentucky Department of Education, and are approved by the Kentucky Department of Education of the local board of education.

## Individual Professional Growth Plan

Name: \_\_\_\_\_ Date: \_\_\_\_\_ School Year: \_\_\_\_\_

### Goal One:

Present PD Stage (circle one)	CSIP Goal/Objective	Procedure/Activity		Additional Support
<div style="text-align: center;"> <input type="radio"/> Orientation/Awareness  <input type="radio"/> Preparation/Application  <input type="radio"/> Implementation/Management  <input type="radio"/> Refinement/Impact         </div>				
Expected Impact		Method of Appraisal	Target Date for Completion/ Review	Date of Completion/ Review

### Goal Two:

Present PD Stage	CSIP Goal/Objective	Procedure/Activity		Additional Support
<div style="text-align: center;"> <input type="radio"/> Orientation/Awareness  <input type="radio"/> Preparation/Application  <input type="radio"/> Implementation/Management  <input type="radio"/> Refinement/Impact         </div>				
Expected Impact		Method of Appraisal	Target Date for Completion/ Review	Date of Completion/ Review

Employee Comments:

Supervisor Comments:

IPGP Developed:

IPGP Reviewed:

Employee's Signature	Date	Employee's Signature	Date
Supervisor's Signature	Date	Supervisor's Signature	Date

Annual Review: ☐ Achieved; ☐ Revised; ☐ Continued

Cloverport Independent Schools: District Evaluation Plan

## **Performance Evaluation Employee Assistance**

When performance does not meet district standards, the following process will be followed by the evaluator to aid the evaluatee in improving performance:

- Evaluation contact becomes more frequent.
- The primary evaluator notifies the evaluatee that his or her performance is not meeting district standards.
- Specific data is shared with the evaluatee that identifies the deficiencies and verifies the situation.
- An Individualized Growth/Assistance Plan is developed by evaluator and evaluatee. This plan shall address the performance area, goals and activities that achieve desired performance and target dates for follow-up observations.
- The evaluatee is given help to improve.
- The evaluatee is given time to improve.
- The evaluatee is given progress reports.
- The evaluator stresses job expectations.
- The evaluator discusses further action if evaluatee fails to comply.
- Evaluations are to be written in narrative style.
- The deficiency evaluation process should begin in sufficient time to be completed and appropriate forms submitted by April 15<sup>th</sup>.
- If necessary, an Intensive Assistance team may supplement the work of the primary evaluator. Intensive Assistance is a team effort to supply skills, knowledge and time of several supervisory personnel. This team could be made up of:
  - Primary Evaluator
  - Central Office Administrator(s)
  - University Personnel (such as KTIP supervisors or other content personnel)
  - Teachers in a Similar Assignment

The evaluator and evaluatee should discuss the possible persons to serve on this Intensive Assistance Team and mutually agree on its make-up.

## Cloverport Independent School System Employee Assistance Record

Name: \_\_\_\_\_

Activity	Date	Evaluator/Evaluatee Initials
Classroom Observation		
Assistance Growth Plan Developed		
Request for Assistance Team		
Assistance Team Selected		
Team Meets to Explain Assistance		
1 <sup>st</sup> Meeting of Team		
2 <sup>nd</sup> Meeting of Team		
3 <sup>rd</sup> Meeting of Team		
4 <sup>th</sup> Meeting of Team		
Summative Evaluation		
Conference with Superintendent and/or Attorney		
Summative Conference with Employee		
Termination Letter (if necessary)		

Signatures:

Dates:

\_\_\_\_\_  
Principal

\_\_\_\_\_

\_\_\_\_\_  
Evaluatee

\_\_\_\_\_

\_\_\_\_\_  
Team Member

\_\_\_\_\_

\_\_\_\_\_  
Team Member

\_\_\_\_\_

\_\_\_\_\_  
Team Member

\_\_\_\_\_

## **Cloverport Independent School System Assistance Team Log of Activities**

Employee: \_\_\_\_\_

Date of Meeting: \_\_\_\_\_

Persons Present:

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Summary of Meeting:

Recommendations:

Next Meeting Date: \_\_\_\_\_

## EVALUATION APPEALS PROCESS

### 704 KAR 3:345 Evaluation Guidelines

- Section 7 (1) • Right to a hearing as to every appeal; and
- Section 7 (2) • Opportunity reasonably in advance of the hearing for the evaluator and evaluatee to adequately review all documents that are to be presented to the evaluation appeals panel; and
- Section 7 (3) • Right to the presence of evaluatee's chosen representative
- Section 8 (1) • The local board of education shall annually review as needed the evaluation plan to ensure compliance with KRS 156.557 and these administrative regulations.
- Section 8 (2) • If substantive change is made to the evaluation plan, the local board of education shall utilize the evaluation committee...in formulating the revisions.
- Section 8 (3) • Examples of substantive change shall include a change in:
  - Cycle
  - Observation Frequency
  - Forms
  - Appeals Procedure
- Section 8 (4) • Revisions to the plan shall be reviewed and approved by the local board of education and submitted to the Kentucky Department of Education for approval.
- Section 9 (1) • Any certified employee who feels that the local district is not properly implementing the evaluation plan according to the way it was approved by the Kentucky Department of Education shall have the opportunity to appeal to the Kentucky Board of Education.
- Section 9 (2) • The appeal procedures shall be as follows:
  - The Kentucky Board of Education shall appoint a committee of three (3) state board members to serve on the State Evaluation Appeals Panel. Its jurisdiction shall be limited to procedural matters already addressed by the local appeals panel required by KRS 156.557 (5). The panel shall have no jurisdiction relative to complaints involving the professional judgmental conclusions of evaluations, and the panel's review shall be limited to the record of proceedings at the local district level.
  - No later than thirty (30) days after the final action or decision at the local district level, the certified employee may submit a written request to the chief state school officer for a review before the State Evaluation Appeals Panel. An appeal not filed in a timely manner shall not be considered. A specific description of the complaint and grounds for appeal shall be submitted with this request.
  - A brief, written statement and other documents which a party wants considered by the State Evaluation Appeals Panel shall be filed with the panel and served on the opposing party at least twenty (20) days prior to the scheduled review.
  - A decision of the appeals panel shall be rendered within fifteen (15) working days after the review.
  - A determination of noncompliance shall render the evaluation void, and the employee shall have the right to be reevaluated.

For further information, refer to 701 KAR 5:090 (Teacher Disciplinary Hearings).

**Evaluation Appeals Panel Hearing Requests must be submitted within 5 working days of the summative conference.**

# EVALUATION APPEALS HEARING REQUEST FORM

I, \_\_\_\_\_, have been evaluated by  
\_\_\_\_\_ during this current school year evaluation  
cycle. My disagreement with the findings of the summative evaluation has been  
thoroughly discussed with my evaluator.

I respectfully request the Cloverport Independent School District Evaluation  
Appeals Panel to hear my appeal.

My appeal challenges the summative findings on:

- ☐ Substance
- ☐ Procedure
- ☐ Both substance and procedure

The date of the summative conference was \_\_\_\_\_.

The date the evaluator was notified of intent to appeal was

\_\_\_\_\_.

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

\*This form shall be presented in person or by mail to any member of the district  
Evaluation Appeals Panel within **five** working days of the summative conference.



**PROCEDURE OF CLOVERPORT SCHOOL DISTRICT  
APPEALS PANEL REGARDING EVALUATION APPEALS**

1. Upon receipt of a written request of an appeal of an evaluation by a certified employee, the Local Evaluations Appeal Panel ("Panel"), the Panel will schedule a hearing date and will notify all interested persons of the date, place and time of the hearing.
2. The Evaluatee and the Evaluator have the right to legal representation during the hearing process at their own expense provided that the Panel receives notice of the representation at least five *working* days prior to the hearing date. The Panel also has the right to legal representation.
3. At least five *working* days prior to the hearing date, the Evaluatee and the Evaluator shall exchange with each other and with the Panel all documents which they intend the Panel to consider during the hearing, and shall exchange with each other and with the Panel a written list of the names and addresses of all witnesses that they plan to call to testify on their behalf during the hearing.
4. The hearing in this matter will be closed based upon the nature of the allegations and the provisions of KRS 61.810 (1)(f) and (j).
5. The hearing will be recorded, and all witnesses will be sworn by a notary. Witnesses will be separated throughout the course of the hearing.
6. The hearing will proceed in the following order:
  - a. The Evaluatee may present opening remarks.
  - b. The Evaluator may present opening remarks.
  - c. The Evaluatee may call witnesses as long as the testimony is germane to the issue, and the Evaluator will be provided with an opportunity to ask questions of the Evaluatee's witnesses.
  - d. The Evaluator may call witnesses as long as the testimony is germane to the issue, and the Evaluatee will be provided with an opportunity to ask questions of the Evaluator's witnesses.
  - e. The Evaluator may present closing remarks.
  - f. The Evaluatee may present closing remarks.
7. At the conclusion of the hearing, the Panel will consider the merits of the appeal and will present its decision in writing to the parties within fifteen (15) *working* days of the date of the appeal. A copy of the decision shall be provided to the Evaluatee and the Evaluator.
8. All notices required to be sent to the Panel shall be sent to the attention of the following:

**[Insert Name], Chair**  
Local Evaluation Appeals Panel  
Cloverport Board of Education  
214 West Main, P.O. Box 37  
Cloverport, Kentucky 40111

## **Instructions for Completing the Individual Corrective Action Plan**

This plan is to be completed by the evaluator (with discussion and assistance from the evaluatee) as it relates to an inadequate or “does not meet rating” on any one standard or more from the Summative Evaluation. The evaluator and evaluatee must identify corrective action goals and objectives; procedures and activities designed to achieve the goals and targeted dates for appraising the evaluatee’s improvement of the standard. It is the evaluator’s responsibility to document all actions taken to assist the evaluatee in improving his/her performance.

1. Standard Number: Identify the specific standard(s) from the Summative Evaluation Form that has a “does not meet” rating assigned.
2. Present Professional Development Stage: Select the stage of professional development that best reflects the evaluatee’s level.
  - a. Orientation/Awareness (O)
  - b. Preparation/Application (A)
  - c. Implementation/Management (I)
  - d. Refinement/Impact (R)
3. Growth Objective(s)/Goal(s): Growth objectives and goals must address the specific standard(s) rated as “does not meet” on the Summative Evaluation document. The evaluatee and the evaluator work closely to correct the identified weakness(es).
4. Procedures and Activities for Achieving Goal(s) and Objective(s): Identify and design specific procedures and activities for the improvement of performance. Include support personnel when appropriate.
5. Appraisal Method and Target Dates: List the specific target dates and appraisal methods used to determine improvement of performance. Exact documentation and record keeping of all actions must be provided to the evaluatee.
6. Documentation of all reviews, corrective actions and evaluator’s assistance must be provided periodically (as they occur) to the evaluatee: Evaluators must follow the local district professional development growth and evaluation plan processes and procedures for implementing an Individual Corrective Action Plan.

\_\_\_\_\_ School Year

The Individual Corrective Action Plan is developed when an evaluatee receives a “does not meet” rating(s) on the Summative Evaluation OR when an immediate change is required in behavior.

### INDIVIDUAL CORRECTIVE ACTION PLAN For

\_\_\_\_\_

Date: \_\_\_\_\_ Work Site: \_\_\_\_\_

Standard No.	Present Professional Growth Stage:	Growth Objective(s)/ Goal(s) (describe desired outcomes)	Procedures and Activities for Achieving Goal(s) and Objective(s) (including support personnel)	Appraisal Method and Target Dates

Evaluatee's Comments:


Evaluator's Comments:


IPGP Developed:

IPGP Reviewed:

Employee's Signature	Date	Employee's Signature	Date
Supervisor's Signature	Date	Supervisor's Signature	Date

Annual Review: ☐ Achieved; ☐ Revised; ☐ Continued

Professional Growth Plan Stages:

O=Orientation/Awareness A=Preparation/Application I=Implementation/Management  
R=Refinement/Impact

CLOVERPORT INDEPENDENT SCHOOLS  
EVALUATION DATA FORM

Name: \_\_\_\_\_ Date: \_\_\_\_\_

School: \_\_\_\_\_

At what level are your responsibilities:

<input type="checkbox"/> Lower Primary	<input type="checkbox"/> Grade Four	<input type="checkbox"/> Middle School	<input type="checkbox"/> All levels
<input type="checkbox"/> Upper Primary	<input type="checkbox"/> Grade Five	<input type="checkbox"/> High School	<input type="checkbox"/> Other:

List grade levels and/or subject areas you have previously taught:

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How long have you served in your current capacity? \_\_\_\_\_

How long have you served in this school system? \_\_\_\_\_

How many years have you worked in the field of education? \_\_\_\_\_

Have you held any leadership positions in civic or professional organizations this year? \_\_\_\_\_ Yes \_\_\_\_\_ No

Specify: \_\_\_\_\_

What is your current degree status? \_\_\_\_\_

When did you last complete a course and/or workshop? \_\_\_\_\_

Do you have plans to enroll in courses and/or workshops during the current school year? \_\_\_\_\_ Yes \_\_\_\_\_ No

Specify: \_\_\_\_\_

Did you attend any educational conferences last year? \_\_\_\_\_ Yes \_\_\_\_\_ No

Specify: \_\_\_\_\_

Do you belong to any professional organizations? \_\_\_\_\_ Yes \_\_\_\_\_ No

Specify: \_\_\_\_\_

Did you serve on any school committees during the previous school year?

\_\_\_\_\_ Yes \_\_\_\_\_ No

Specify: \_\_\_\_\_

Did you serve on any district committees during the previous year?

\_\_\_\_\_ Yes \_\_\_\_\_ No

Specify: \_\_\_\_\_

I would be interested in working on the following committee(s):

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Any other pertinent information:

# CLOVERPORT INDEPENDENT SCHOOLS PRE-OBSERVATION WORKSHEET

Teacher	Date	School
Subject	Grade	Period/Time

My professional growth plan objective(s) are:
1) Toward which academic expectation(s)/core content strand(s) are you teaching?
2) What are the lesson objectives?
3) What teaching strategies/activities will be used?
4) How are you going to check student understanding and mastery of lesson objectives?
5) What stage of instruction is this lesson? (introduction of new concept, review, etc...)
6) What particular teaching behavior do you especially want monitored? Are there any special circumstances?

Evaluatee Signature	Date	Evaluator Signature	Date
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# CLOVERPORT INDEPENDENT SCHOOLS EVALUATION FORM SUPERINTENDENT

Name: \_\_\_\_\_ Employee Number: \_\_\_\_\_  
Date: \_\_\_\_\_

STANDARDS OF PERFORMANCE			
D	Meets District Standards	M	Must Improve
N	Needs Improvement	NA	Not Applicable or Not Observed

## Standard 1.0 RELATIONSHIP WITH BOARD OF EDUCATION

- |   |   |   |    |     |  |
|---|---|---|----|-----|--|
| D | N | M | NA | 1.1 | Keeps the board informed on issues, needs and operations of the school system through monthly board meetings, correspondence, providing pertinent information to board members prior to scheduled meetings and being available for individual conferences at the request of the board. |
| D | N | M | NA | 1.2 | Offers professional advice to the board on items requiring board action.   |
| D | N | M | NA | 1.3 | Interprets and executes the intent of board policy through memoranda and directives to staff; and by providing professional development to designated staff members with similar responsibility.   |
| D | N | M | NA | 1.4 | Supports board action to public and staff.   |
| D | N | M | NA | 1.5 | Supplies data and information to board members upon request.   |

Comments:

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## Standard 2.0 EDUCATIONAL LEADERSHIP

- |   |   |   |    |     |   |
|---|---|---|----|-----|---|
| D | N | M | NA | 2.1 | Implements the CDIP.  |
| D | N | M | NA | 2.2 | Participates with staff and board in curriculum development that utilizes the abilities and talents of entire professional staff and community. |
| D | N | M | NA | 2.3 | Assures that the district is staffed with competent people who are delegated authority commensurate with their responsibilities.                |
| D | N | M | NA | 2.4 | Supervises a planned program of staff evaluation and implementation.  |
| D | N | M | NA | 2.5 | Inspires others to highest professional standards.  |
| D | N | M | NA | 2.6 | Demonstrates knowledge of school law.   |
| D | N | M | NA | 2.7 | Develops and recommends to the board long-range plans consistent with population trends.  |
| D | N | M | NA | 2.8 | Works effectively with KDE.   |
| D | N | M | NA | 2.9 | Works effectively with universities in the teacher preparation program and other educational activities.  |

- |   |   |   |    |      |   |
|---|---|---|----|------|---|
| D | N | M | NA | 2.10 | Develops an appropriate energy savings plan for the district.   |
| D | N | M | NA | 2.11 | Collaborates with appropriate local and state officials to convey educational needs and to offer solutions to such needs. |

Comments:

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### Standard 3.0 COMMUNITY RELATIONSHIPS

- |   |   |   |    |     |   |
|---|---|---|----|-----|---|
| D | N | M | NA | 3.1 | Gives attention to problems of groups and individuals. <ul style="list-style-type: none"> <li>• Meets with individuals or groups to discuss problems.</li> <li>• Seeks input from building administrators as it relates to community opinion and problems.</li> </ul> |
| D | N | M | NA | 3.2 | Cooperates with news media. <ul style="list-style-type: none"> <li>• Conducts news conferences upon requests.</li> <li>• Supplies news media with information of community interest relative to educational programs in the district.</li> </ul>                      |
| D | N | M | NA | 3.3 | Participates in community affairs. <ul style="list-style-type: none"> <li>• Speaks to civic clubs and other community organizations.</li> <li>• Attends community meetings upon request to explain school programs.</li> </ul>  |
| D | N | M | NA | 3.4 | Works effectively with public and private agencies.   |

Comments:

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### Standard 4.0 INTERPERSONAL RELATIONSHIPS

- |   |   |   |    |     |  |
|---|---|---|----|-----|--|
| D | N | M | NA | 4.1 | Develops sound personnel procedures. <ul style="list-style-type: none"> <li>• Supervises development of sound policies relative to organization of the school system.</li> <li>• Establishes clear job descriptions of line/staff chain of command.</li> </ul>   |
| D | N | M | NA | 4.2 | Maintains positive collaborative relationships with educational staff. <ul style="list-style-type: none"> <li>• Recruits and assigns the best available personnel.</li> <li>• Treats all persons fairly.</li> <li>• Insists on performance of duties.</li> </ul> |
| D | N | M | NA | 4.3 | Delegates authority appropriate to the position each staff member holds.   |
| D | N | M | NA | 4.4 | Involves staff in planning.  |
| D | N | M | NA | 4.5 | Takes an active role in development of salary schedule for all personnel.  |

Comments:

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Standard 5.0 BUSINESS AND FINANCE

- |   |   |   |    |     |  |
|---|---|---|----|-----|--|
| D | N | M | NA | 5.1 | Keeps information of needs of school program including physical plant, facilities, equipment and supplies. |
| D | N | M | NA | 5.2 | Supervises operations, insisting on competent and efficient operation.                                     |
| D | N | M | NA | 5.3 | Determines that funds are spent wisely.  |
| D | N | M | NA | 5.4 | Determines that adequate control and accounting are maintained.  |
| D | N | M | NA | 5.5 | Evaluates financial needs and makes recommendations for financial expenditures.                            |

Comments:

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Standard 6.0 PERSONAL QUALITIES

- |   |   |   |    |     |  |
|---|---|---|----|-----|--|
| D | N | M | NA | 6.1 | Defends principle and conviction in the face of pressure and partisan influence. |
| D | N | M | NA | 6.2 | Maintains honesty and integrity in all professional matters.                     |
| D | N | M | NA | 6.3 | Earns respect and standing among professional colleagues.                        |
| D | N | M | NA | 6.4 | Devotes time and energy to job.  |
| D | N | M | NA | 6.5 | Assumes responsibility for professional growth.                                  |
| D | N | M | NA | 6.6 | Remains calm and exercises good judgment in crisis situations.                   |

Comments:

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Standard 7.0 GENERAL KNOWLEDGE OF THE SCHOOL SYSTEM

- |   |   |   |    |     |   |
|---|---|---|----|-----|---|
| D | N | M | NA | 7.1 | Plans for an efficient and effective program of building maintenance.   |
| D | N | M | NA | 7.2 | Possesses a working knowledge of maintenance, heating/cooling and transportation as necessary for an efficient operation.                   |
| D | N | M | NA | 7.3 | Recognizes the importance of all phases to the overall operation of the system.   |
| D | N | M | NA | 7.4 | Understands the influence that past and present local occurrences, issues and personalities outside the school system have upon the system. |
| D | N | M | NA | 7.5 | Has the necessary skills and knowledge to convey educational needs to local, state and national lawmakers.                                  |



D	N	M	NA	7.6	Understands the total process necessary for new construction and renovation including building design, costs, physical construction of new buildings and financing through bonds.
D	N	M	NA	7.7	Keeps abreast of changes in student enrollment and presents such reports to the board as needed.

Comments:

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Summative Comments:

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Check One:

<input type="checkbox"/>	Recommended for reemployment.
<input type="checkbox"/>	Recommended for reemployment with conditions (see attachment)
<input type="checkbox"/>	Not recommended for reemployment

I have had an opportunity to discuss this appraisal with my evaluator. I understand that it is my privilege to file written comments concerning this appraisal with the Principal and the Central Office.

\_\_\_\_\_  
Signature of Employee

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature of Evaluator

\_\_\_\_\_  
Date

Any employee disagreeing with any evaluation or part thereof may have attached to the evaluation a written statement expressing disagreement; or, an appeal may be requested within five (5) working days of the date received.

\*Employee shall be given a copy of this form.

# CLOVERPORT INDEPENDENT SCHOOLS EVALUATION FORM PRINCIPAL

Name: \_\_\_\_\_ Employee Number: \_\_\_\_\_  
Date: \_\_\_\_\_

STANDARDS OF PERFORMANCE			
D	Meets District Standards	M	Must Improve
N	Needs Improvement	NA	Not Applicable or Not Observed

## Standard 1.0 VISION

D	N	M	NA	1.1	The vision and mission of the school are effectively communicated to staff, parents, students and community.
D	N	M	NA	1.2	The vision and mission are communicated through the use of symbols, ceremonies, stories and similar activities.
D	N	M	NA	1.3	The core beliefs of the school vision are modeled for all stakeholders.
D	N	M	NA	1.4	The vision is developed with and among stakeholders.
D	N	M	NA	1.5	The contributions of school community members to the realization of the vision are recognized and celebrated.
D	N	M	NA	1.6	Progress toward the vision and mission is communicated to all stakeholders.
D	N	M	NA	1.7	The vision shapes the educational programs, plan and actions.
D	N	M	NA	1.8	CSIPs are developed in which objectives and strategies to achieve the vision and goals are clearly articulated.
D	N	M	NA	1.9	Assessment data related to student learning is used to develop the school vision and goals.
D	N	M	NA	1.10	Relevant demographic data pertaining to students and their families are used in developing the school mission and goals.
D	N	M	NA	1.11	Barriers to achieving the vision are identified, clarified and addressed.
D	N	M	NA	1.12	Needed resources are sought and obtained to support the implementation of the school mission and goals.
D	N	M	NA	1.13	Existing resources are used in support of the school vision and goals.
D	N	M	NA	1.14	The vision, mission and CSIPs are regularly monitored, evaluated and revised.

Comments:

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## Standard 2.0 SCHOOL CULTURE AND LEARNING

D	N	M	NA	2.1	All individuals are treated with fairness, dignity and respect.
D	N	M	NA	2.2	Professional development promotes a focus on student learning consistent with the school vision and goals.
D	N	M	NA	2.3	Students and staff feel valued and important.

Cloverport Independent Schools: District Evaluation Plan

D	N	M	NA	2.4	The responsibilities and contributions of each individual are acknowledged.
D	N	M	NA	2.5	Barriers to student learning are identified, clarified and addressed.
D	N	M	NA	2.6	Diversity is considered in developing learning experiences.
D	N	M	NA	2.7	Life-long learning is encouraged and modeled.
D	N	M	NA	2.8	Builds a culture of high expectations for all.
D	N	M	NA	2.9	Technologies are used to promote teaching and learning.
D	N	M	NA	2.10	Student and staff accomplishments are recognized and celebrated.
D	N	M	NA	2.11	Multiple opportunities to learn are available to all students.
D	N	M	NA	2.12	The school is organized and aligned for success.
D	N	M	NA	2.13	Curricular, co-curricular and extra-curricular programs are designed, implemented, evaluated and refined.
D	N	M	NA	2.14	Curriculum decisions are based on research, expertise of teachers and the recommendations of learned societies.
D	N	M	NA	2.15	The school culture and climate are assessed on a regular basis.
D	N	M	NA	2.16	A variety of sources of information are used in making decisions.
D	N	M	NA	2.17	Student learning is assessed using a variety of techniques.
D	N	M	NA	2.18	Multiple sources of information regarding performance are shared with staff and students.
D	N	M	NA	2.19	A variety of supervisory and evaluation models is employed.
D	N	M	NA	2.20	Pupil personnel programs are developed to meet the needs of students and their families.

Comments:

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### Standard 3.0 MANAGEMENT

D	N	M	NA	3.1	Knowledge of learning, teaching and student development is used to make informed management decisions.
D	N	M	NA	3.2	Operational procedures are designed and managed to maximize opportunities for successful learning.
D	N	M	NA	3.3	Emerging trends are recognized, studied and applied appropriately.
D	N	M	NA	3.4	Contractual agreements related to the school are effectively managed.
D	N	M	NA	3.5	Facilities, equipment and support systems operate safely, efficiently and effectively.
D	N	M	NA	3.6	Time is managed to maximize attainment of organizational goals.
D	N	M	NA	3.7	Potential problems and opportunities are identified.
D	N	M	NA	3.8	Problems are confronted and resolved in a timely manner.
D	N	M	NA	3.9	Financial, human and material resources are aligned to the goals of the school.
D	N	M	NA	3.10	Acts creatively to support continuous improvement.

D	N	M	NA	3.11	Organizational systems are regularly monitored and modified as needed.
D	N	M	NA	3.12	Stakeholders are involved in decisions affecting the school.
D	N	M	NA	3.13	Responsibility is shared to maximize ownership and accountability.
D	N	M	NA	3.14	Demonstrates effective problem solving.
D	N	M	NA	3.15	Demonstrates effective group process and consensus building skills.
D	N	M	NA	3.16	Demonstrates effective communication skills.
D	N	M	NA	3.17	Demonstrates effective use of technology to manage school operations.
D	N	M	NA	3.18	Fiscal resources of the school are managed responsibly, efficiently and effectively.
D	N	M	NA	3.19	A safe, clean and aesthetically pleasing school environment is created and maintained.
D	N	M	NA	3.20	Human resource functions support the attainment of school goals.
D	N	M	NA	3.21	Confidentiality and privacy of school records are maintained.

Comments:

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#### Standard 4.0 COLLABORATION

D	N	M	NA	4.1	High visibility, active involvement and communication with the larger community are priorities.
D	N	M	NA	4.2	Relationships with community leaders are identified and nurtured.
D	N	M	NA	4.3	Information about family and community concerns, expectations and needs is used regularly.
D	N	M	NA	4.4	There is outreach to different business, religious, political and service agencies and organizations.
D	N	M	NA	4.5	Credence is given to individuals and groups whose values and opinions may conflict.
D	N	M	NA	4.6	The school and community serve one another as resources.
D	N	M	NA	4.7	Available community resources are secured to help the school solve problems and achieve goals.
D	N	M	NA	4.8	Partnerships are established with area businesses, institutions of higher education and community groups to strengthen programs and support school goals.
D	N	M	NA	4.9	Community, youth and family services are integrated with school programs.
D	N	M	NA	4.10	Community stakeholders are treated equitably.
D	N	M	NA	4.11	Diversity is recognized and valued.
D	N	M	NA	4.12	Effective media relations are developed and maintained.
D	N	M	NA	4.13	A comprehensive program of community relations is established.
D	N	M	NA	4.14	Public resources and funds are used appropriately and wisely.
D	N	M	NA	4.15	Community collaboration is modeled for staff.

D	N	M	NA	4.16	Opportunities for staff to develop collaborative skills are provided.
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Comments:

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Standard 5.0 INTEGRITY, FAIRNESS AND ETHICS

D	N	M	NA	5.1	Examines personal and professional values.
D	N	M	NA	5.2	Demonstrates a personal and professional code of ethics.
D	N	M	NA	5.3	Demonstrates values, beliefs and attitudes that inspire others to higher levels of performance.
D	N	M	NA	5.4	Serves as a role model.
D	N	M	NA	5.5	Accepts responsibility for school operations.
D	N	M	NA	5.6	Considers the impact of one's administrative practices on others.
D	N	M	NA	5.7	Uses the influence of the office to enhance the educational program rather than for personal gain.
D	N	M	NA	5.8	Treats people fairly, equitably and with dignity and respect.
D	N	M	NA	5.9	Protects the rights and confidentiality of students and staff.
D	N	M	NA	5.10	Demonstrates appreciation for and sensitivity to diversity in the school community.
D	N	M	NA	5.11	Recognizes and respects the legitimate authority of others.
D	N	M	NA	5.12	Examines and considers the prevailing values of the diverse school community.
D	N	M	NA	5.13	Expects that others in the school community will demonstrate integrity and exercise ethical behavior.
D	N	M	NA	5.14	Opens the school to public scrutiny.
D	N	M	NA	5.15	Fulfills legal and contractual obligations.
D	N	M	NA	5.16	Applies laws and procedures fairly, wisely and considerately.

Comments:

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Standard 6.0 POLITICAL, ECONOMIC AND LEGAL

D	N	M	NA	6.1	The environment in which schools operate is influenced on behalf of students and their families.
D	N	M	NA	6.2	Communication occurs among the school community concerning trends, issues and potential changes in the environment in which the school operates.
D	N	M	NA	6.3	There is ongoing dialogue with representatives of diverse community groups.
D	N	M	NA	6.4	The school community works within the framework of policies, laws and regulations enacted by local, state and federal authorities.
D	N	M	NA	6.5	Public policy is shaped to provide quality education for students.

D N M NA 6.6 Lines of communication are developed with decision makers outside the school community.

Comments:

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Summative Comments:

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Check One:

<input type="checkbox"/>	Recommended for reemployment.
<input type="checkbox"/>	Recommended for reemployment with conditions (see attachment)
<input type="checkbox"/>	Not recommended for reemployment

I have had an opportunity to discuss this appraisal with my evaluator. I understand that it is my privilege to file written comments concerning this appraisal with the Principal and the Central Office.

\_\_\_\_\_  
Signature of Employee

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature of Evaluator

\_\_\_\_\_  
Date

Any employee disagreeing with any evaluation or part thereof may have attached to the evaluation a written statement expressing disagreement; or, an appeal may be requested within five (5) working days of the date received.

\*Employee shall be given a copy of this form.

CLOVERPORT INDEPENDENT SCHOOLS EVALUATION FORM  
DIRECTOR OF SPECIAL EDUCATION

Name: \_\_\_\_\_ Employee Number: \_\_\_\_\_  
Date: \_\_\_\_\_

STANDARDS OF PERFORMANCE			
D	Meets District Standards	M	Must Improve
N	Needs Improvement	NA	Not Applicable or Not Observed

Standard 1.0 PROGRAM MANAGEMENT/LEADERSHIP

- |   |   |   |    |     |   |
|---|---|---|----|-----|---|
| D | N | M | NA | 1.1 | Implements and supervises ongoing Child Find program and activities.  |
| D | N | M | NA | 1.2 | Utilizes auxiliary services, parental involvement, community agencies and all available resources to enhance the total program for exceptional children.  |
| D | N | M | NA | 1.3 | Notifies the public through use of the media about programs for exceptional children in Cloverport schools.   |
| D | N | M | NA | 1.4 | Updates and ensures implementation of the district's <u>Special Education Policy and Procedures Manual</u>  |
| D | N | M | NA | 1.5 | Trains and assists staff in appropriate due process procedures. Develops and orders due process forms.  |
| D | N | M | NA | 1.6 | Conducts random review of due process folders in the individual schools for documentation in accordance with state and federal guidelines.  |
| D | N | M | NA | 1.7 | Serves as chairperson of all administrative Admissions and Release Committee meetings in the district.  |
| D | N | M | NA | 1.8 | Receives and assigns referrals to school psychologists and monitors development of psycho-educational reports. Assists staff with the implementation of regulations involving confidential information. |
| D | N | M | NA | 1.9 | Provides leadership for and effectively coordinates those programs for which he/she is especially responsible consistent with school, community goals and administrative regulations.                   |

Comments: \_\_\_\_\_

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Standard 2.0 RECORD KEEPING

- |   |   |   |    |     |  |
|---|---|---|----|-----|--|
| D | N | M | NA | 2.1 | Maintains a central tracking system regarding identification, evaluation and placement of students.  |
| D | N | M | NA | 2.2 | Communicates with KDE on class sizes and submits requests for membership exceptions.   |
| D | N | M | NA | 2.3 | Submits accurate reports as mandated by KDE in a timely manner.  |
| D | N | M | NA | 2.4 | Collaborates with school principal to interview/select applicants for special education positions and makes recommendations regarding distribution of teachers and teacher assistants for the coming year. |

Comments:

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Standard 3.0 INTERPERSONAL RELATIONSHIPS

- |   |   |   |    |     |  |
|---|---|---|----|-----|--|
| D | N | M | NA | 3.1 | Demonstrates positive collaborative relationships with students fairly with respect to diversity and individual differences. |
| D | N | M | NA | 3.2 | Demonstrates positive collaborative relationships with staff fairly with respect to diversity and individual differences.    |
| D | N | M | NA | 3.3 | Demonstrates positive collaborative relationships with other administrators.   |
| D | N | M | NA | 3.4 | Demonstrates positive collaborative relationships with parents and community members.  |

Comments:

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Standard 4.0 PROFESSIONAL DUTIES AND RESPONSIBILITIES

- |   |   |   |    |     |   |
|---|---|---|----|-----|---|
| D | N | M | NA | 4.1 | Punctual in the performance of all assigned duties.   |
| D | N | M | NA | 4.2 | Participates in professional development activities to continually upgrade skills.  |
| D | N | M | NA | 4.3 | Makes studies of new practices and techniques for improving the keeping of records.   |
| D | N | M | NA | 4.4 | Attends meetings and other school related programs as necessary and appropriate.  |
| D | N | M | NA | 4.5 | Develops and implements activities that are designed to carry out the goals of the district and adheres to professional Code of Ethics. |

Comments:

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Summative Comments:

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Check One:

<input type="checkbox"/>	Recommended for reemployment.
<input type="checkbox"/>	Recommended for reemployment with conditions (see attachment)
<input type="checkbox"/>	Not recommended for reemployment

I have had an opportunity to discuss this appraisal with my evaluator. I understand that it is my privilege to file written comments concerning this appraisal with the Principal and the Central Office.

\_\_\_\_\_  
Signature of Employee

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature of Evaluator

\_\_\_\_\_  
Date

Any employee disagreeing with any evaluation or part thereof may have attached to the evaluation a written statement expressing disagreement; or, an appeal may be requested within five (5) working days of the date received.

\*Employee shall be given a copy of this form.

# CLOVERPORT INDEPENDENT SCHOOLS EVALUATION FORM TEACHER

Name: \_\_\_\_\_ Employee Number: \_\_\_\_\_  
 School: \_\_\_\_\_ Date: \_\_\_\_\_

STANDARDS OF PERFORMANCE			
D	Meets District Standards	M	Must Improve
N	Needs Improvement	NA	Not Applicable or Not Observed

## Standard 1.0 PROFESSIONAL LEADERSHIP

D	N	M	NA	1.1	Builds positive relationships within and between school and community.
D	N	M	NA	1.2	Promotes leadership potential in colleagues.
D	N	M	NA	1.3	Participates in professional organizations and activities.
D	N	M	NA	1.4	Writes and speaks effectively.
D	N	M	NA	1.5	Contributes to the professional knowledge and expertise about teaching and learning.
D	N	M	NA	1.6	Guides the development of curriculum and instructional materials.
D	N	M	NA	1.7	Participates in policy design and development at the local school, within professional organizations and/or within community organization with educationally related activities.
D	N	M	NA	1.8	Initiates and develops educational projects and programs.
D	N	M	NA	1.9	Practices effective listening, conflict resolution and group facilitation skills as a team member.
D	N	M	NA	1.10	Adheres to professional responsibilities through appropriate attendance.
D	N	M	NA	1.11	Employee is punctual in attendance and performance of duties.
D	N	M	NA	1.12	Employee performs professional responsibilities in relation to evaluation results.
D	N	M	NA	1.13	Employee adheres to school board policies and Code of Ethics.

Comments: \_\_\_\_\_

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## Standard 2.0 KNOWLEDGE OF CONTENT

D	N	M	NA	2.1	Communicates a breadth of content knowledge across the disciplines to be taught.
D	N	M	NA	2.2	Communicates a current knowledge of disciplines to be taught.
D	N	M	NA	2.3	Demonstrates a general knowledge that allows for integration of ideas and information across disciplines.
D	N	M	NA	2.4	Demonstrates knowledge of instruction that allows the teacher to teach to the students' ability levels and learning styles.

Cloverport Independent Schools: District Evaluation Plan

D	N	M	NA	2.5	Connects content knowledge to real-world applications.
D	N	M	NA	2.6	Plans lessons and develops instructional material that reflects knowledge of current constructs and principles of the disciplines being taught.
D	N	M	NA	2.7	Analyzes sources of factual information for accuracy.
D	N	M	NA	2.8	Presents content in a manner that reflects sensitivity to multicultural and global perspectives.
D	N	M	NA	2.9	Collaborates with teachers in other disciplines to analyze and structure cross-disciplinary approaches to instruction.

Comments:

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### Standard 3.0 DESIGNS AND PLANS INSTRUCTION

D	N	M	NA	3.1	Focuses instruction on core content for assessment, program of studies and academic expectations.
D	N	M	NA	3.2	Develops instruction that requires students to apply knowledge, skills and thinking processes.
D	N	M	NA	3.3	Integrates skills, thinking processes and content across disciplines.
D	N	M	NA	3.4	Creates and utilizes learning experiences that challenge, motivate and actively involve the learner.
D	N	M	NA	3.5	Creates and uses learning experiences that are developmentally appropriate for learners.
D	N	M	NA	3.6	Develops and incorporates strategies that address physical, social and cultural diversity; and that show sensitivity to differences.
D	N	M	NA	3.7	Arranges the physical classroom to support the types of teaching and learning that are to occur.
D	N	M	NA	3.8	Includes creative and appropriate use of technology to improve student learning.
D	N	M	NA	3.9	Develops and implements appropriate assessment processes.
D	N	M	NA	3.10	Secures and uses a variety of appropriate school and community resources to support learning.
D	N	M	NA	3.11	Develops and incorporates learning experiences that encourage students to be adaptable, flexible, resourceful and creative.
D	N	M	NA	3.12	Uses knowledge acquired from past teaching experiences to anticipate instructional challenges.

Comments:

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#### Standard 4.0 CREATES AND MAINTAINS LEARNING CLIMATE

D	N	M	NA	4.1	Communicates with and challenges students in a supportive manner and provides students with constructive feedback.
D	N	M	NA	4.2	Maintains positive classroom interaction by establishing appropriate expectations during group activities.
D	N	M	NA	4.3	Shows consistent sensitivity to individuals and responds to students objectively.
D	N	M	NA	4.4	Shows flexibility and creativity in the development of classroom processes and instructional procedures.
D	N	M	NA	4.5	Locates and organizes materials and equipment to create an enriched multimedia environment.
D	N	M	NA	4.6	Encourages and supports individual and group inquiry.
D	N	M	NA	4.7	Uses a variety of classroom management techniques that foster individual responsibility and cooperation.
D	N	M	NA	4.8	Analyzes and changes the classroom to accommodate a variety of instructional strategies.
D	N	M	NA	4.9	Works with colleagues to develop an effective learning climate within the school.

Comments:

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#### Standard 5.0 IMPLEMENTS AND MANAGES INSTRUCTION

D	N	M	NA	5.1	Communicates specific goals and high expectations for learning.
D	N	M	NA	5.2	Connects learning with students' prior knowledge, experiences, backgrounds and aspiration for future roles.
D	N	M	NA	5.3	Models and demonstrates the skills, concepts, attributes and/or thinking processes to be learned.
D	N	M	NA	5.4	Uses and develops multiple teaching and learning strategies that are appropriate to student developmental levels and actively engages students in individual and cooperative learning experiences.
D	N	M	NA	5.5	Provides opportunities for students to increase their knowledge of cultural similarities and differences.
D	N	M	NA	5.6	Stimulates students to reflect on their own ideas and those of others.
D	N	M	NA	5.7	Uses appropriate questioning strategies to help students solve problems and think critically.
D	N	M	NA	5.8	Manages student examination of social issues in relation to course content, possible responses and associated consequences.
D	N	M	NA	5.9	Demonstrates interpersonal and team membership skills and supportive behavior with students in facilitating instruction.
D	N	M	NA	5.10	Presents differing viewpoints when integrating knowledge and experiences across disciplines.
D	N	M	NA	5.11	Makes effective use of media and technology.
D	N	M	NA	5.12	Makes efficient use of physical and human resources and time.

- |   |   |   |    |      |   |
|---|---|---|----|------|---|
| D | N | M | NA | 5.13 | Provides opportunities for students to use and practice what is learned.  |
| D | N | M | NA | 5.14 | Identifies student misconceptions, provides guidance and offers students continuous feedback on progress toward expectations. |

Comments:

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Standard 6.0 ASSESSES AND COMMUNICATES LEARNING RESULTS

- |   |   |   |    |     |  |
|---|---|---|----|-----|--|
| D | N | M | NA | 6.1 | Selects and uses appropriate assessments.  |
| D | N | M | NA | 6.2 | Makes appropriate provisions for assessment processes that address social, cultural and physical diversity.                    |
| D | N | M | NA | 6.3 | Assesses student performance using the established criteria and scoring guides consistent with Kentucky's assessment program.  |
| D | N | M | NA | 6.4 | Provides opportunities for students to assess and improve their performance based on prior assessment results.                 |
| D | N | M | NA | 6.5 | Collects and analyzes assessment data and maintains up-to-date records of student progress, using technology as appropriate.   |
| D | N | M | NA | 6.6 | Communicates expectations, criteria for assessment, student progress and student strengths/weaknesses to parents and students. |

Comments:

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Standard 7.0 REFLECTS/EVALUATES TECHING AND LEARNING

- |   |   |   |    |     |  |
|---|---|---|----|-----|--|
| D | N | M | NA | 7.1 | Assesses and analyzes the effectiveness of instruction.  |
| D | N | M | NA | 7.2 | Makes appropriate changes to instruction based upon feedback, reflection and assessment results. |
| D | N | M | NA | 7.3 | Assesses programs/curricula and proposes appropriate recommendations/adjustments.                |

Comments:

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Standard 8.0 COLLABORATION

- |   |   |   |    |     |   |
|---|---|---|----|-----|---|
| D | N | M | NA | 8.1 | Initiates collaboration with others and creates situations where collaboration with others will enhance student learning. |
| D | N | M | NA | 8.2 | Discusses with parents, students and others the purpose and scope of the collaborative effort.                            |

D	N	M	NA	8.3	Articulates expectations for each collaborative event (timelines, responsibilities, etc...).
D	N	M	NA	8.4	Demonstrates productive leadership and team membership skills that facilitate the development of mutually beneficial goals.
D	N	M	NA	8.5	Secures and makes use of school and community resources that present differing viewpoints.
D	N	M	NA	8.6	Recognizes and responds appropriately to differences in abilities, contributions and social/cultural backgrounds.
D	N	M	NA	8.7	Invites colleagues, parents, community representatives and others to help design and implement collaborative instructional projects.
D	N	M	NA	8.8	Analyzes previous collaborative experiences to improve future experiences.
D	N	M	NA	8.9	Assesses students' special needs and collaborates with school services/community agencies to meet those needs.

Comments:

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#### Standard 9.0 ENGAGES IN PROFESSIONAL DEVELOPMENT

D	N	M	NA	9.1	Establishes priorities for professional growth.
D	N	M	NA	9.2	Analyzes student performance to help identify professional development needs.
D	N	M	NA	9.3	Solicits input from others in the creation of individual professional development plans.
D	N	M	NA	9.4	Applies to instruction the knowledge, skills and processes acquired through professional development.
D	N	M	NA	9.5	Modifies own IPGP to improve instructional performance and to promote student learning.

Comments:

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#### Standard 10.0 TECHNOLOGY

D	N	M	NA	10.1	Operates a multimedia computer and peripherals to install and use a variety of software.
D	N	M	NA	10.2	Uses terminology related to computers and technology appropriately in written and verbal communication.
D	N	M	NA	10.3	Demonstrates knowledge of the use of technology in business, industry and society.
D	N	M	NA	10.4	Demonstrates basic knowledge of computer/peripheral parts and attends to simple connections and installations.
D	N	M	NA	10.5	Creates multimedia presentations using scanners, digital cameras and video cameras.

D	N	M	NA	10.6	Uses the computer to do word processing, create databases and spreadsheets, access electronic mail and the Internet, make presentations; and uses other emerging technologies to enhance professional productivity and support instruction.
D	N	M	NA	10.7	Uses computers and other technologies such as interactive instruction, audio/video conferencing and other distance learning applications to enhance professional productivity and support instruction.
D	N	M	NA	10.8	Requests and uses appropriate assistive and adaptive devices for students with special needs.
D	N	M	NA	10.9	Designs lessons that include technology and human issues to address diverse student needs and learning styles.
D	N	M	NA	10.10	Practices equitable and legal use of computers and technology in both professional and personal activities.
D	N	M	NA	10.11	Facilitates the lifelong learning of self and others through the use of technology.
D	N	M	NA	10.12	Explores, uses and evaluates technology resources: software, applications and related documentation.
D	N	M	NA	10.13	Incorporates technology into research based instructional practices.
D	N	M	NA	10.14	Uses computers and other technology for individual, small group and large group learning activities.
D	N	M	NA	10.15	Uses technology to support multiple assessments of student learning.
D	N	M	NA	10.16	Instructs and supervises students in the ethical and legal use of technology.

Comments:

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I have had an opportunity to discuss this appraisal with my evaluator. I understand that it is my privilege to file written comments concerning this appraisal with the Principal and the Central Office.

\_\_\_\_\_  
Signature of Employee

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature of Evaluator

\_\_\_\_\_  
Date

Any employee disagreeing with any evaluation or part thereof may have attached to the evaluation a written statement expressing disagreement; or, an appeal may be requested within five (5) working days of the date received.

\*Employee shall be given a copy of this form.

# CLOVERPORT INDEPENDENT SCHOOLS EVALUATION FORM TEACHER SUMMATIVE REPORT

Name: \_\_\_\_\_ Employee Number: \_\_\_\_\_  
School: \_\_\_\_\_ Date: \_\_\_\_\_

STANDARDS OF PERFORMANCE			
D	Meets District Standards	M	Must Improve
N	Needs Improvement		

D	N	M	1.0	Demonstrates Professional Leadership
D	N	M	2.0	Demonstrates Knowledge of Content
D	N	M	3.0	Designs and Plans Instruction
D	N	M	4.0	Creates and Maintains Learning Climate
D	N	M	5.0	Implements and Manages Instruction
D	N	M	6.0	Assesses and Communicates Learning Results
D	N	M	7.0	Reflects and Evaluates Teaching and Learning
D	N	M	8.0	Collaborates with Colleagues, Parents and Others
D	N	M	9.0	Engages in Professional Development
D	N	M	10.0	Uses Technology to Support Instruction

Summative Comments:

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Check One:

<input type="checkbox"/>	Recommended for reemployment.
<input type="checkbox"/>	Recommended for reemployment with conditions (see attachment)
<input type="checkbox"/>	Not recommended for reemployment

I have had an opportunity to discuss this appraisal with my evaluator. I understand that it is my privilege to file written comments concerning this appraisal with the Principal and the Central Office.

\_\_\_\_\_  
Signature of Employee

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature of Evaluator

\_\_\_\_\_  
Date

Any employee disagreeing with any evaluation or part thereof may have attached to the evaluation a written statement expressing disagreement; or, an appeal may be requested within five (5) working days of the date received.

\*Employee shall be given a copy of this form.

Cloverport Independent Schools: District Evaluation Plan



# CLOVERPORT INDEPENDENT SCHOOLS EVALUATION FORM CURRICULUM SPECIALIST

Name: \_\_\_\_\_ Employee Number: \_\_\_\_\_  
 School: \_\_\_\_\_ Date: \_\_\_\_\_

STANDARDS OF PERFORMANCE			
D	Meets District Standards	M	Must Improve
N	Needs Improvement	NA	Not Applicable or Not Observed

## Standard 1.0 CURRICULUM AND INSTRUCTION

- |   |   |   |    |     |  |
|---|---|---|----|-----|--|
| D | N | M | NA | 1.1 | Assists with curriculum development.   |
| D | N | M | NA | 1.2 | Assists with the scope and sequence of program of study and plans for continuity and articulation from one level of achievement to the next. |
| D | N | M | NA | 1.3 | Helps set priorities for program implementation.   |
| D | N | M | NA | 1.4 | Examines, evaluates and recommends instructional methods, material and equipment, including technology.                                      |
| D | N | M | NA | 1.5 | Contacts and makes arrangements for utilizing professional consultants.  |

Comments: \_\_\_\_\_

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## Standard 2.0 INSTRUCTIONAL LEADERSHIP AND PROGRAM SUPPORT

- |   |   |   |    |     |   |
|---|---|---|----|-----|---|
| D | N | M | NA | 2.1 | Facilitates the preparation of resource guides and units to improve the teacher/learning process.   |
| D | N | M | NA | 2.2 | Helps formulate and implement instructional policy within the system.                               |
| D | N | M | NA | 2.3 | Interprets policy and programs within the system to the public.                                     |
| D | N | M | NA | 2.4 | Assists in identifying and solving problems in the classroom.                                       |
| D | N | M | NA | 2.5 | Assists in staff development and professional growth through a continuous program.                  |
| D | N | M | NA | 2.6 | Attends and conducts workshops, conferences, institutes and seminars.                               |
| D | N | M | NA | 2.7 | Cooperates with teacher training institutions in pre-service training.                              |
| D | N | M | NA | 2.8 | Assists in developing an IPGP for each staff member.  |
| D | N | M | NA | 2.9 | Track student ongoing progress data and assists in developing plans for individual student success. |

Comments: \_\_\_\_\_

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### Standard 3.0 INTERPERSONAL RELATIONSHIPS

- |   |   |   |    |     |  |
|---|---|---|----|-----|--|
| D | N | M | NA | 3.1 | Demonstrates positive interpersonal relationships with students fairly with respect to diversity and individual differences. |
| D | N | M | NA | 3.2 | Demonstrates positive interpersonal relationships with staff fairly with respect to diversity and individual differences.    |
| D | N | M | NA | 3.3 | Demonstrates positive interpersonal relationships with administrators.   |
| D | N | M | NA | 3.4 | Demonstrates positive interpersonal relationships with parents and community members.  |

Comments:

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### Standard 4.0 PROFESSIONAL DUTIES AND RESPONSIBILITIES

- |   |   |   |    |     |   |
|---|---|---|----|-----|---|
| D | N | M | NA | 4.1 | Demonstrates punctuality and good attendance for all duties.  |
| D | N | M | NA | 4.2 | Participates in professional development activities to continually upgrade skills.                  |
| D | N | M | NA | 4.3 | Adheres to school board policies and administrative procedures.                                     |
| D | N | M | NA | 4.4 | Adheres to Code of Ethics.  |
| D | N | M | NA | 4.5 | Develops and implements activities that are designed to carry out the goals of the school district. |

Comments:

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Summative Comments:

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Check One:

- |                          |   |
|--------------------------|---|
| <input type="checkbox"/> | Recommended for reemployment.                                 |
| <input type="checkbox"/> | Recommended for reemployment with conditions (see attachment) |
| <input type="checkbox"/> | Not recommended for reemployment                              |

I have had an opportunity to discuss this appraisal with my evaluator. I understand that it is my privilege to file written comments concerning this appraisal with the Principal and the Central Office.

\_\_\_\_\_  
Signature of Employee

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature of Evaluator

\_\_\_\_\_  
Date

Any employee disagreeing with any evaluation or part thereof may have attached to the evaluation a written statement expressing disagreement; or, an appeal may be requested within five (5) working days of the date received.

\*Employee shall be given a copy of this form.

# CLOVERPORT INDEPENDENT SCHOOLS EVALUATION FORM GUIDANCE COUNSELOR

Name: \_\_\_\_\_ Employee Number: \_\_\_\_\_  
School: \_\_\_\_\_ Date: \_\_\_\_\_

STANDARDS OF PERFORMANCE			
D	Meets District Standards	M	Must Improve
N	Needs Improvement	NA	Not Applicable or Not Observed

## Standard 1.0 PROGRAM MANAGEMENT, RESEARCH AND EVALUATION

- |   |   |   |    |     |  |
|---|---|---|----|-----|--|
| D | N | M | NA | 1.1 | Defines needs and priorities.  |
| D | N | M | NA | 1.2 | Determines annual program objectives.  |
| D | N | M | NA | 1.3 | Communicates with stakeholders about the design, importance and effectiveness of the program.                            |
| D | N | M | NA | 1.4 | Organizes personnel, physical resources and activities to accomplish needs, priorities and objectives specified in CSIP. |
| D | N | M | NA | 1.5 | Organizes personnel, physical resources and activities to accomplish needs, priorities and objectives specified in CDIP. |
| D | N | M | NA | 1.6 | Uses information systems and technology.   |

Comments:

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## Standard 2.0 DEVELOPMENTAL GUIDANCE

- |   |   |   |    |     |  |
|---|---|---|----|-----|--|
| D | N | M | NA | 2.1 | Assesses the developmental needs of students.  |
| D | N | M | NA | 2.2 | Addresses academic expectations and school-to-work initiatives.                                    |
| D | N | M | NA | 2.3 | Prepares students for successful transitions.  |
| D | N | M | NA | 2.4 | Evaluates the results of the instructional program.  |
| D | N | M | NA | 2.5 | Modifies the curriculum as needed to continually meet the needs of students.                       |
| D | N | M | NA | 2.6 | Guides individuals and groups of students through the development of educational and career plans. |
| D | N | M | NA | 2.7 | Provides guidance for maximizing personal growth and development.                                  |

Comments:

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### Standard 3.0 INDIVIDUAL/SMALL GROUP COUNSELING

D	N	M	NA	3.1	Provides a safe, confidential setting for students to present their needs and concerns.
D	N	M	NA	3.2	Promotes wellness.
D	N	M	NA	3.3	Responds appropriately to crises.
D	N	M	NA	3.4	Communicates empathy and understanding.
D	N	M	NA	3.5	Utilizes a broad range of techniques and accepted theories appropriate to school counseling.
D	N	M	NA	3.6	Utilizes assessment tools, individual planning skills and counseling to facilitate informed choices (aptitude, interest, learning styles, academics and careers).
D	N	M	NA	3.7	Intervenes in problem/conflict situations and conducts follow-up sessions.
D	N	M	NA	3.8	Respects and nurtures the uniqueness of each student.
D	N	M	NA	3.9	Mediates classroom and student conflict.
D	N	M	NA	3.10	Empowers students to develop and use their resources.

Comments:

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### Standard 4.0 CONSULTATION AND COLLABORATION

D	N	M	NA	4.1	Consults with parents, faculty, staff, administrators and others to enhance their work with students.
D	N	M	NA	4.2	Interprets relevant information concerning the developmental needs of students.
D	N	M	NA	4.3	Reduces barriers to student learning through direct referred services.
D	N	M	NA	4.4	Facilitates new student integration into the school environment.
D	N	M	NA	4.5	Works with teachers to provide support for students in a crisis situation.
D	N	M	NA	4.6	Interacts with school board, FRYSC Advisory Council and school committees.
D	N	M	NA	4.7	Facilitates successful communication between and among teachers, parents and students.
D	N	M	NA	4.8	Works with teachers and administrators to develop and implement appropriate behavior management plans.
D	N	M	NA	4.9	Consults with external community and professional resources.

Comments:

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### Standard 5.0 COORDINATION

- |   |   |   |    |     |  |
|---|---|---|----|-----|--|
| D | N | M | NA | 5.1 | Coordinates with school and community personnel to provide resources for students.                         |
| D | N | M | NA | 5.2 | Uses an effective referral process for assisting students and others to use special programs and services. |
| D | N | M | NA | 5.3 | Identifies community agencies for referral of students.  |
| D | N | M | NA | 5.4 | Maintains cooperative working relationships with community resources.                                      |
| D | N | M | NA | 5.5 | Facilitates successful transition from one level of education to the next.                                 |

Comments:

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### Standard 6.0 ASSESSMENT

- |   |   |   |    |     |   |
|---|---|---|----|-----|---|
| D | N | M | NA | 6.1 | Participates in the planning and evaluation of the district/school assessment program.              |
| D | N | M | NA | 6.2 | Assesses, interprets and communicates learning results to students, faculty, parents and community. |
| D | N | M | NA | 6.3 | Collaborates with staff concerning assessment of special needs students.                            |
| D | N | M | NA | 6.4 | Uses assessment results and other sources of student data in formulating ILPs.                      |
| D | N | M | NA | 6.5 | Coordinates student records to ensure the confidentiality of assessment data.                       |
| D | N | M | NA | 6.6 | Provides orientation sessions for faculty, students and parents regarding the assessment program.   |

Comments:

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### Standard 7.0 PROFESSIONAL STANDARDS

- |   |   |   |    |     |   |
|---|---|---|----|-----|---|
| D | N | M | NA | 7.1 | Adheres to professional code of ethics of American Counseling Association, American School Counseling Association and Kentucky EPSB.                  |
| D | N | M | NA | 7.2 | Adheres to federal and state laws and regulations related to education and child protection.  |
| D | N | M | NA | 7.3 | Acts in a role that clearly distinguishes him or her from any professional who administers disciplinary action.                                       |
| D | N | M | NA | 7.4 | Knowledgeable of position statements from American School Counseling Association.   |
| D | N | M | NA | 7.5 | Identifies activities that would be in conflict with the primary role of the school counselor and advocates for the best practices of the profession. |

Comments:

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Standard 8.0 PROFESSIONAL LEADERSHIP

D	N	M	NA	8.1	Builds positive relationships within and between the school and community.
D	N	M	NA	8.2	Promotes leadership potential in colleagues.
D	N	M	NA	8.3	Writes and speaks effectively.
D	N	M	NA	8.4	Guides the development of curriculum and instructional materials.
D	N	M	NA	8.5	Participates in policy design and development at the local school, within professional organizations and/or within community organizations with educationally related activities.
D	N	M	NA	8.6	Initiates and develops educational projects and programs in a timely manner (including punctuality and attendance).
D	N	M	NA	8.7	Practices effective listening, conflict resolution and group facilitation skills as a team member.
D	N	M	NA	8.8	Presents program in a manner that reflects sensitivity to a multicultural and global perspective.
D	N	M	NA	8.9	Writes for publication, presents at conferences and provides professional development.
D	N	M	NA	8.10	Works with colleagues to administer an effective learning climate within the school.

Comments:

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Standard 9.0 ENGAGES IN PROFESSIONAL DEVELOPMENT

D	N	M	NA	9.1	Establishes priorities for professional growth.
D	N	M	NA	9.2	Analyzes student performance to help identify professional development needs.
D	N	M	NA	9.3	Solicits input from others in the creation of IPGP.
D	N	M	NA	9.4	Implements knowledge and skills acquired through ongoing professional development.
D	N	M	NA	9.5	Modifies own professional development plan to improve performance and promote student learning.

Comments:

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Summative Comments:

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Check One:

<input type="checkbox"/>	Recommended for reemployment.
<input type="checkbox"/>	Recommended for reemployment with conditions (see attachment)
<input type="checkbox"/>	Not recommended for reemployment

I have had an opportunity to discuss this appraisal with my evaluator. I understand that it is my privilege to file written comments concerning this appraisal with the Principal and the Central Office.

\_\_\_\_\_  
Signature of Employee

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature of Evaluator

\_\_\_\_\_  
Date

Any employee disagreeing with any evaluation or part thereof may have attached to the evaluation a written statement expressing disagreement; or, an appeal may be requested within five (5) working days of the date received.

\*Employee shall be given a copy of this form.

# CLOVERPORT INDEPENDENT SCHOOLS EVALUATION FORM LIBRARY MEDIA SPECIALIST

Name: \_\_\_\_\_ Employee Number: \_\_\_\_\_  
Date: \_\_\_\_\_

STANDARDS OF PERFORMANCE			
D	Meets District Standards	M	Must Improve
N	Needs Improvement	NA	Not Applicable or Not Observed

## Standard 1.0 MANAGEMENT AND ADMINISTRATION OF MEDIA CENTER

- |   |   |   |    |     |   |
|---|---|---|----|-----|---|
| D | N | M | NA | 1.1 | Recognizes the critical role of information retrieval in the future of education.                           |
| D | N | M | NA | 1.2 | Establishes and maintains an environment in which students and staff can work at productive levels.         |
| D | N | M | NA | 1.3 | Manages student behavior fairly with respect to diversity and individual differences.                       |
| D | N | M | NA | 1.4 | Demonstrates competency in selection, acquisition, circulation and maintenance of materials and equipment.  |
| D | N | M | NA | 1.5 | Prepares statistical records and reports needed to administer the media center.                             |
| D | N | M | NA | 1.6 | Trains and supervises media center personnel to perform duties efficiently.                                 |
| D | N | M | NA | 1.7 | Administers budgets according to needs and objectives of the media center within administrative guidelines. |
| D | N | M | NA | 1.8 | Evaluates media center programs, services, facilities and materials to assure optimum use.                  |
| D | N | M | NA | 1.9 | Uses time effectively, efficiently and professionally.  |

Comments:

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## Standard 2.0 INSTRUCTIONAL PROCESS

- |   |   |   |    |     |   |
|---|---|---|----|-----|---|
| D | N | M | NA | 2.1 | Exercises leadership and serves as a catalyst in the instructional program. |
| D | N | M | NA | 2.2 | Plans and implements a program of library and media skills.                 |
| D | N | M | NA | 2.3 | Promotes the development of reading skills and reading appreciation.        |
| D | N | M | NA | 2.4 | Supports classroom teachers in gathering resources for instructional units. |
| D | N | M | NA | 2.5 | Provides resources for professional growth of faculty and staff.            |

Comments:

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### Standard 3.0 INTERPERSONAL RELATIONSHIPS

- |   |   |   |    |     |  |
|---|---|---|----|-----|--|
| D | N | M | NA | 3.1 | Demonstrates positive interpersonal relations with students.                 |
| D | N | M | NA | 3.2 | Demonstrates positive interpersonal relations with staff.                    |
| D | N | M | NA | 3.3 | Demonstrates positive interpersonal relationships with parents and patrons.  |
| D | N | M | NA | 3.4 | Demonstrates positive interpersonal relationships with other administrators. |

Comments:

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### Standard 4.0 PROFESSIONAL RESPONSIBILITIES

- |   |   |   |    |     |   |
|---|---|---|----|-----|---|
| D | N | M | NA | 4.1 | Participates in professional growth activities.   |
| D | N | M | NA | 4.2 | Follows the policies and procedures of the school district.                                     |
| D | N | M | NA | 4.3 | Demonstrates a sense of professional responsibility and adheres to professional Code of Ethics. |

Comments:

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Summative Comments:

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Check One:

- |                          |   |
|--------------------------|---|
| <input type="checkbox"/> | Recommended for reemployment.                                 |
| <input type="checkbox"/> | Recommended for reemployment with conditions (see attachment) |
| <input type="checkbox"/> | Not recommended for reemployment                              |

I have had an opportunity to discuss this appraisal with my evaluator. I understand that it is my privilege to file written comments concerning this appraisal with the Principal and the Central Office.

\_\_\_\_\_  
Signature of Employee

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature of Evaluator

\_\_\_\_\_  
Date

Any employee disagreeing with any evaluation or part thereof may have attached to the evaluation a written statement expressing disagreement; or, an appeal may be requested within five (5) working days of the date received.

\*Employee shall be given a copy of this form.

Cloverport Independent Schools: District Evaluation Plan

# CLOVERPORT INDEPENDENT SCHOOLS EVALUATION FORM PRESCHOOL COORDINATOR

Name: \_\_\_\_\_ Employee Number: \_\_\_\_\_  
Date: \_\_\_\_\_

STANDARDS OF PERFORMANCE			
D	Meets District Standards	M	Must Improve
N	Needs Improvement	NA	Not Applicable or Not Observed

## Standard 1.0 MANAGEMENT AND LEADERSHIP

- |   |   |   |    |     |   |
|---|---|---|----|-----|---|
| D | N | M | NA | 1.1 | Keeps up to date with federal and state regulations, projects and programs offered relevant to the needs of preschool children in the district; including punctuality and attendance. |
| D | N | M | NA | 1.2 | Prepares and assists the superintendent with reports and information for the local board of education required by state and federal regulations.                                      |
| D | N | M | NA | 1.3 | Assists in planning the wise use of state and federal funds.  |
| D | N | M | NA | 1.4 | Guides staff in planning and implementation of funded programs.   |
| D | N | M | NA | 1.5 | Supervises the compiling of financial reports and analyzes them to determine status using available technology.   |
| D | N | M | NA | 1.6 | Prepares and monitors budgets of all programs supervised.   |

Comments:

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## Standard 2.0 INSTRUCTIONAL LEADERSHIP AND PROGRAM SUPPORT

- |   |   |   |    |     |  |
|---|---|---|----|-----|--|
| D | N | M | NA | 2.1 | Helps formulate and implement instructional policy within the system.              |
| D | N | M | NA | 2.2 | Interprets policy and programs within the system to the public.                    |
| D | N | M | NA | 2.3 | Assists in staff development and professional growth through a continuous program. |
| D | N | M | NA | 2.4 | Attends and coordinates workshops, conferences, institutes and seminars.           |
| D | N | M | NA | 2.5 | Promotes involvement of the community, parents and other agencies.                 |
| D | N | M | NA | 2.6 | Coordinates an effective transition to primary school.                             |

Comments:

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### Standard 3.0 INTERPERSONAL RELATIONSHIPS

- |   |   |   |    |     |  |
|---|---|---|----|-----|--|
| D | N | M | NA | 3.1 | Demonstrates positive interpersonal relations with students fairly with respect to diversity and individual differences. |
| D | N | M | NA | 3.2 | Demonstrates positive interpersonal relations with staff.  |
| D | N | M | NA | 3.3 | Demonstrates positive interpersonal relationships with parents and patrons.  |
| D | N | M | NA | 3.4 | Demonstrates positive interpersonal relationships with other administrators.   |

Comments:

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### Standard 4.0 PROFESSIONAL RESPONSIBILITIES

- |   |   |   |    |     |  |
|---|---|---|----|-----|--|
| D | N | M | NA | 4.1 | Participates in professional growth activities.  |
| D | N | M | NA | 4.2 | Follows the policies and procedures of the school district and adheres to the professional Code of Ethics. |
| D | N | M | NA | 4.3 | Develops and implements activities that are designed to carry out the goals of the school district.        |

Comments:

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Summative Comments:

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Check One:

- |                          |   |
|--------------------------|---|
| <input type="checkbox"/> | Recommended for reemployment.                                 |
| <input type="checkbox"/> | Recommended for reemployment with conditions (see attachment) |
| <input type="checkbox"/> | Not recommended for reemployment                              |

I have had an opportunity to discuss this appraisal with my evaluator. I understand that it is my privilege to file written comments concerning this appraisal with the Principal and the Central Office.

\_\_\_\_\_  
Signature of Employee

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature of Evaluator

\_\_\_\_\_  
Date

Any employee disagreeing with any evaluation or part thereof may have attached to the evaluation a written statement expressing disagreement; or, an appeal may be requested within five (5) working days of the date received.

\*Employee shall be given a copy of this form.

Cloverport Independent Schools: District Evaluation Plan

**CLOVERPORT INDEPENDENT SCHOOLS EVALUATION FORM  
ADULT EDUCATION TEACHER**

Name: \_\_\_\_\_ Employee Number: \_\_\_\_\_  
School: \_\_\_\_\_ Date: \_\_\_\_\_

STANDARDS OF PERFORMANCE			
D	Meets District Standards	M	Must Improve
N	Needs Improvement	NA	Not Applicable or Not Observed

**Standard 1.0 PROFESSIONAL LEADERSHIP**

- |   |   |   |    |      |  |
|---|---|---|----|------|--|
| D | N | M | NA | 1.1  | Builds positive relationships within and between school and community.   |
| D | N | M | NA | 1.2  | Promotes leadership potential in colleagues.   |
| D | N | M | NA | 1.3  | Participates in professional organizations and activities.   |
| D | N | M | NA | 1.4  | Writes and speaks effectively.   |
| D | N | M | NA | 1.5  | Contributes to the professional knowledge and expertise about teaching and learning.   |
| D | N | M | NA | 1.6  | Guides the development of curriculum and instructional materials.  |
| D | N | M | NA | 1.7  | Participates in policy design and development within the district, professional organizations and community organizations with educationally related activities. |
| D | N | M | NA | 1.8  | Initiates and develops educational projects and programs.  |
| D | N | M | NA | 1.9  | Practices effective listening, conflict resolution and group facilitation skills as a team member.   |
| D | N | M | NA | 1.10 | Adheres to board policies, Code of Ethics and administrative procedures.   |
| D | N | M | NA | 1.11 | Demonstrates punctuality and good attendance for all duties.   |

Comments: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Standard 2.0 DEMONSTRATES KNOWLEDGE OF CONTENT**

- |   |   |   |    |     |   |
|---|---|---|----|-----|---|
| D | N | M | NA | 2.1 | Communicates a breadth of content knowledge across the disciplines to be taught.  |
| D | N | M | NA | 2.2 | Communicates a current knowledge of disciplines to be taught.   |
| D | N | M | NA | 2.3 | Demonstrates a general knowledge of one's discipline that allows the teacher to teach to the students' ability levels and learning styles.      |
| D | N | M | NA | 2.4 | Connects content knowledge to real world applications.  |
| D | N | M | NA | 2.5 | Plans lessons and develops instructional materials that reflect knowledge of current constructs and principles of the disciplines being taught. |
| D | N | M | NA | 2.6 | Analyzes sources of factual information for accuracy.   |
| D | N | M | NA | 2.7 | Presents content in a manner that reflects sensitivity to   |

D	N	M	NA	2.8	multicultural and global perspective. Collaborates with teacher in other disciplines to analyze and structure cross-disciplinary approaches to instruction.
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Comments:

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#### Standard 3.0 DESIGNS AND PLANS INSTRUCTION

D	N	M	NA	3.1	Focuses instruction on student learning goals developed fairly with respect to diversity and individual differences.
D	N	M	NA	3.2	Develops instruction that requires students to apply knowledge, skills and thinking processes.
D	N	M	NA	3.3	Integrates skills, thinking processes and content across disciplines.
D	N	M	NA	3.4	Creates and utilizes learning experiences that challenge, motivate and actively involve the learner.
D	N	M	NA	3.5	Creates and uses learning experiences that are developmentally appropriate for learners.
D	N	M	NA	3.6	Develops and implements appropriate assessment processes.
D	N	M	NA	3.7	Secures and uses a variety of appropriate school and community resources to support learning.

Comments:

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#### Standard 4.0 IMPLEMENTS AND MANAGES INSTRUCTION

D	N	M	NA	4.1	Communicates specific goals and high expectations for learning.
D	N	M	NA	4.2	Connects learning with students' prior knowledge, experiences, backgrounds and aspiration for future roles.
D	N	M	NA	4.3	Models and demonstrates the skills, concepts, attributes and/or thinking processes to be learned.
D	N	M	NA	4.4	Uses and develops multiple teaching and learning strategies that are appropriate to student developmental levels and actively engages students in individual and cooperative learning experiences.
D	N	M	NA	4.5	Provides opportunities for students to use and practice what is learned.
D	N	M	NA	4.6	Identifies student misconceptions, provides guidance and offers students continuous feedback on progress toward expectations.

Comments:

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Standard 5.0 ASSESSES AND COMMUNICATES LEARNING RESULTS

- |   |   |   |    |     |  |
|---|---|---|----|-----|--|
| D | N | M | NA | 5.1 | Selects and uses appropriate assessments.  |
| D | N | M | NA | 5.2 | Provides opportunities for students to assess and improve their performance based on prior assessment results.               |
| D | N | M | NA | 5.3 | Collects and analyzes assessment data and maintains up-to-date records of student progress, using technology as appropriate. |
| D | N | M | NA | 5.4 | Communicates expectations, criteria for assessment, student progress and student strengths/weaknesses.                       |

Comments:

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Standard 6.0 REFLECTS/EVALUATES TECHING AND LEARNING

- |   |   |   |    |     |  |
|---|---|---|----|-----|--|
| D | N | M | NA | 6.1 | Assesses and analyzes the effectiveness of instruction.  |
| D | N | M | NA | 6.2 | Makes appropriate changes to instruction based upon feedback, reflection and assessment results. |
| D | N | M | NA | 6.3 | Assesses programs/curricula and proposes appropriate recommendations/adjustments.                |

Comments:

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Standard 7.0 ENGAGES IN PROFESSIONAL DEVELOPMENT

- |   |   |   |    |     |   |
|---|---|---|----|-----|---|
| D | N | M | NA | 7.1 | Establishes priorities for professional growth.   |
| D | N | M | NA | 7.2 | Analyzes student performance to help identify professional development needs.                         |
| D | N | M | NA | 7.3 | Uses PD Track and obtains necessary PDUs.   |
| D | N | M | NA | 7.4 | Applies to instruction the knowledge, skills and processes acquired through professional development. |

Comments:

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Standard 8.0 TECHNOLOGY

- |   |   |   |    |     |  |
|---|---|---|----|-----|--|
| D | N | M | NA | 8.1 | Operates a multimedia computer and peripherals to install and use a variety of software. |
| D | N | M | NA | 8.2 | Uses AERIN, KVHS and other applicable data tracking software and systems.                |

- |   |   |   |    |     |  |
|---|---|---|----|-----|--|
| D | N | M | NA | 8.3 | Uses computers and other technologies such as interactive instruction, audio/video conferencing and other distance learning applications to enhance professional productivity and support instruction. |
| D | N | M | NA | 8.4 | Practices equitable and legal use of computers and technology in both professional and personal activities.  |
| D | N | M | NA | 8.5 | Facilitates the lifelong learning of self and others through the use of technology.  |

Comments:

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#### Standard 9.0 PROFESSIONAL RESPONSIBILITY

- |   |   |   |    |     |  |
|---|---|---|----|-----|--|
| D | N | M | NA | 9.1 | Adheres to professional responsibilities through appropriate attendance.           |
| D | N | M | NA | 9.2 | Employee is punctual in attendance and performance of duties.                      |
| D | N | M | NA | 9.3 | Employee performs professional responsibilities in relation to evaluation results. |
| D | N | M | NA | 9.4 | Employee adheres to state policies and Code of Ethics.                             |

Comments:

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Summative Comments:

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Check One:

- ☐ Recommended for reemployment.  
☐ Recommended for reemployment with conditions (see attachment)  
☐ Not recommended for reemployment

I have had an opportunity to discuss this appraisal with my evaluator. I understand that it is my privilege to file written comments concerning this appraisal with the Principal and the Central Office.

\_\_\_\_\_  
Signature of Employee

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature of Evaluator

\_\_\_\_\_  
Date

Any employee disagreeing with any evaluation or part thereof may have attached to the evaluation a written statement expressing disagreement; or, an appeal may be requested within five (5) working days of the date received.

\*Employee shall be given a copy of this form.

Cloverport Independent Schools: District Evaluation Plan

CLOVERPORT INDEPENDENT SCHOOLS EVALUATION FORM  
DISTRICT TECHNOLOGY COORDINATOR

Name: \_\_\_\_\_ Employee Number: \_\_\_\_\_  
Date: \_\_\_\_\_

STANDARDS OF PERFORMANCE			
D	Meets District Standards	M	Must Improve
N	Needs Improvement	NA	Not Applicable or Not Observed

Standard 1.0 PROGRAM MANAGEMENT/LEADERSHIP

- |   |   |   |    |     |   |
|---|---|---|----|-----|---|
| D | N | M | NA | 1.1 | Works to maintain and improve the quality of the educational program.   |
| D | N | M | NA | 1.2 | Encourages staff initiatives and innovations.   |
| D | N | M | NA | 1.3 | Cooperates and consults with the principal when developing, improving and/or implementing new programs.         |
| D | N | M | NA | 1.4 | Assists the principal and teachers in determining appropriate methods to accomplish specific educational goals. |
| D | N | M | NA | 1.5 | Serves as a resource in making instructional materials and consultant services available.                       |
| D | N | M | NA | 1.6 | Demonstrates an interest in students and their welfare.   |
| D | N | M | NA | 1.7 | Inspires interest in improving the educational program.   |
| D | N | M | NA | 1.8 | Provides leadership for and effectively coordinates those programs for which s/he is specifically responsible.  |
| D | N | M | NA | 1.9 | Maintains a system-wide committee organization for identifying and addressing technology needs of the district. |

Comments: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Standard 2.0 INTERPERSONAL RELATIONSHIPS

- |   |   |   |    |     |   |
|---|---|---|----|-----|---|
| D | N | M | NA | 2.1 | Demonstrates positive collaborative relationships with students.              |
| D | N | M | NA | 2.2 | Demonstrates positive collaborative relationships with staff.                 |
| D | N | M | NA | 2.3 | Demonstrates positive collaborative relationships with other administrators.  |
| D | N | M | NA | 2.4 | Demonstrates positive collaborative relationships with parents and community. |

Comments: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Standard 3.0 PROFESSIONAL DUTIES AND RESPONSIBILITIES

- |   |   |   |    |     |   |
|---|---|---|----|-----|---|
| D | N | M | NA | 3.1 | Demonstrates a commitment to professional growth.   |
| D | N | M | NA | 3.2 | Follows the policies and procedures of the school district.                                     |
| D | N | M | NA | 3.3 | Demonstrates a sense of professional responsibility.  |
| D | N | M | NA | 3.4 | Punctual in performing duties, attends meetings and other school related programs as necessary. |

Cloverport Independent Schools: District Evaluation Plan



D N M NA 3.5 Develops and implements activities that are designed to carry out the goals of the district.

Comments:

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Standard 4.0 PERFORMANCE RESPONSIBILITIES

D N M NA 4.1 Coordinates the operation of microcomputer maintenance for the district.

D N M NA 4.2 Researches and evaluates hardware and software for purchase.

D N M NA 4.3 Installs and configures various software applications on Local Area Networks and microcomputers for instructional and administrative purposes.

D N M NA 4.4 Troubleshoots and repairs system malfunctions and maintains system operation.

D N M NA 4.5 Plans and organizes work.

D N M NA 4.6 Evaluates computer labs for appropriate layout and configuration of equipment.

D N M NA 4.7 Maintains accurate records of computer and network repairs, materials used, moving and installing activities and work orders and maintenance supplies used.

D N M NA 4.8 Prepares regular and special reports as assigned, including technical, statistical, financial and state mandated reports.

Comments:

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Summative Comments:

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Check One:

- ☐ Recommended for reemployment.
- ☐ Recommended for reemployment with conditions (see attachment)
- ☐ Not recommended for reemployment

I have had an opportunity to discuss this appraisal with my evaluator. I understand that it is my privilege to file written comments concerning this appraisal with the Principal and the Central Office.

\_\_\_\_\_  
Signature of Employee

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature of Evaluator

\_\_\_\_\_  
Date

Any employee disagreeing with any evaluation or part thereof may have attached to the evaluation a written statement expressing disagreement; or, an appeal may be requested within five (5) working days of the date received.

\*Employee shall be given a copy of this form.

# CLOVERPORT INDEPENDENT SCHOOLS EVALUATION FORM INSTRUCTIONAL ASSISTANT

Name: \_\_\_\_\_ Employee Number: \_\_\_\_\_  
 School: \_\_\_\_\_ Date: \_\_\_\_\_

STANDARDS OF PERFORMANCE			
D	Meets District Standards	M	Must Improve
N	Needs Improvement	NA	Not Applicable or Not Observed

## Standard 1.0 CURRICULUM AND INSTRUCTION

- |   |   |   |    |     |   |
|---|---|---|----|-----|---|
| D | N | M | NA | 1.1 | Assists with providing instruction to students as directed by teacher.                    |
| D | N | M | NA | 1.2 | Modifies instructional activities as necessary to facilitate student learning.            |
| D | N | M | NA | 1.3 | Helps create and prepare instructional materials.   |
| D | N | M | NA | 1.4 | Able to assist students and teacher with preparation and use of instructional technology. |

Comments:

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## Standard 2.0 INTERPERSONAL RELATIONSHIPS

- |   |   |   |    |     |   |
|---|---|---|----|-----|---|
| D | N | M | NA | 2.1 | Demonstrates positive interpersonal relationships with students.                      |
| D | N | M | NA | 2.2 | Demonstrates positive interpersonal relationships with staff.                         |
| D | N | M | NA | 2.3 | Demonstrates positive interpersonal relationships with administrators.                |
| D | N | M | NA | 2.4 | Demonstrates positive interpersonal relationships with parents and community members. |

Comments:

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## Standard 3.0 PROFESSIONAL DUTIES AND RESPONSIBILITIES

- |   |   |   |    |     |  |
|---|---|---|----|-----|--|
| D | N | M | NA | 3.1 | Demonstrates punctuality and good attendance for all duties.                       |
| D | N | M | NA | 3.2 | Participates in professional development activities to continually upgrade skills. |
| D | N | M | NA | 3.3 | Adheres to school board policies and administrative procedures.                    |
| D | N | M | NA | 3.4 | Adheres to Code of Ethics.   |
| D | N | M | NA | 3.5 | Completes other duties as assigned by administrator.                               |

Comments:

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Summative Comments:

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Check One:

<input type="checkbox"/>	Recommended for reemployment.
<input type="checkbox"/>	Recommended for reemployment with conditions (see attachment)
<input type="checkbox"/>	Not recommended for reemployment

I have had an opportunity to discuss this appraisal with my evaluator. I understand that it is my privilege to file written comments concerning this appraisal with the Principal and the Central Office.

\_\_\_\_\_  
Signature of Employee

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature of Evaluator

\_\_\_\_\_  
Date

Any employee disagreeing with any evaluation or part thereof may have attached to the evaluation a written statement expressing disagreement; or, an appeal may be requested within five (5) working days of the date received.

\*Employee shall be given a copy of this form.

# CLOVERPORT INDEPENDENT SCHOOLS EVALUATION FORM ATHLETIC DIRECTOR

Name: \_\_\_\_\_ Employee Number: \_\_\_\_\_  
 School: \_\_\_\_\_ Date: \_\_\_\_\_

STANDARDS OF PERFORMANCE			
D	Meets District Standards	M	Must Improve
N	Needs Improvement	NA	Not Applicable or Not Observed

## Standard 1.0 PROGRAM MANAGEMENT/LEADERSHIP

- |   |   |   |    |     |   |
|---|---|---|----|-----|---|
| D | N | M | NA | 1.1 | Cooperates and consults with administrative and instructional staff when developing, improving and/or implementing new athletic programs. |
| D | N | M | NA | 1.2 | Serves as the purchasing agent for athletic equipment and supplies; and prepares a budget for the program.                                |
| D | N | M | NA | 1.3 | Prepares and files contracts for athletic events scheduled.   |
| D | N | M | NA | 1.4 | Schedules support staff and officials for athletic events.  |
| D | N | M | NA | 1.5 | Maintains charge of storage and maintenance of all equipment and facilities as needed.  |
| D | N | M | NA | 1.6 | Assumes responsibilities of other duties relating to special athletic events.   |
| D | N | M | NA | 1.7 | Coordinates schedules to minimize bus transportation.   |
| D | N | M | NA | 1.8 | Coordinates and attends home athletic events.   |

Comments: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## Standard 2.0 INTERPERSONAL RELATIONSHIPS

- |   |   |   |    |     |   |
|---|---|---|----|-----|---|
| D | N | M | NA | 2.1 | Demonstrates positive collaborative relationships with students.              |
| D | N | M | NA | 2.2 | Demonstrates positive collaborative relationships with staff.                 |
| D | N | M | NA | 2.3 | Demonstrates positive collaborative relationships with other administrators.  |
| D | N | M | NA | 2.4 | Demonstrates positive collaborative relationships with parents and community. |

Comments: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

### Standard 3.0 PROFESSIONAL DUTIES AND RESPONSIBILITIES

- |   |   |   |    |     |  |
|---|---|---|----|-----|--|
| D | N | M | NA | 3.1 | Demonstrates punctuality and good attendance for all duties.                                 |
| D | N | M | NA | 3.2 | Participates in professional development activities to continually upgrade skills.           |
| D | N | M | NA | 3.3 | Makes studies of new practices and techniques for improving the keeping of records.          |
| D | N | M | NA | 3.4 | Develops and implements activities that are designed to carry out the goals of the district. |
| D | N | M | NA | 3.5 | Adheres to school board policies and administrative procedures.                              |
| D | N | M | NA | 3.6 | Adheres to the state Professional Code of Ethics.  |

Comments:

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Summative Comments:

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Check One:

- |                          |   |
|--------------------------|---|
| <input type="checkbox"/> | Recommended for reemployment.                                 |
| <input type="checkbox"/> | Recommended for reemployment with conditions (see attachment) |
| <input type="checkbox"/> | Not recommended for reemployment                              |

I have had an opportunity to discuss this appraisal with my evaluator. I understand that it is my privilege to file written comments concerning this appraisal with the Principal and the Central Office.

\_\_\_\_\_  
Signature of Employee

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature of Evaluator

\_\_\_\_\_  
Date

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\*Employee shall be given a copy of this form.

# CLOVERPORT INDEPENDENT SCHOOLS EVALUATION FORM HEAD COACH

Name: \_\_\_\_\_ Employee Number: \_\_\_\_\_  
Sport: \_\_\_\_\_ Date: \_\_\_\_\_

STANDARDS OF PERFORMANCE			
D	Meets District Standards	M	Must Improve
N	Needs Improvement	NA	Not Applicable or Not Observed

## Standard 1.0 GENERAL KNOWLEDGE BASE

- |   |   |   |    |     |  |
|---|---|---|----|-----|--|
| D | N | M | NA | 1.1 | Knowledge of fundamentals of sports.                                 |
| D | N | M | NA | 1.2 | Knowledge of health and safety regulations.                          |
| D | N | M | NA | 1.3 | Knowledge of interpersonal skills using tact, patience and courtesy. |

Comments:

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## Standard 2.0 ESSENTIAL JOB FUNCTIONS

- |   |   |   |    |     |  |
|---|---|---|----|-----|--|
| D | N | M | NA | 2.1 | Ability to coach athletes to improve performance.  |
| D | N | M | NA | 2.2 | Ability to understand and follow oral and written directions.                              |
| D | N | M | NA | 2.3 | Ability to read, interpret, apply and explain rules, regulations, policies and procedures. |

Comments:

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## Standard 3.0 PERFORMANCE RESPONSIBILITIES

- |   |   |   |    |     |   |
|---|---|---|----|-----|---|
| D | N | M | NA | 3.1 | Promotes sports in the schools and community.   |
| D | N | M | NA | 3.2 | Plans the assigned athletic program.  |
| D | N | M | NA | 3.3 | Organizes and supervises practices.   |
| D | N | M | NA | 3.4 | Teaches individual fundamental skills, team plan, team strategy, rules and regulations of the game.                   |
| D | N | M | NA | 3.5 | Teaches good sportsmanship and self control.  |
| D | N | M | NA | 3.6 | Checks eligibility of participants, including insurance coverage and parent consent.                                  |
| D | N | M | NA | 3.7 | Provides students with a proper role model, emotional support, patience and a friendly attitude and general guidance. |
| D | N | M | NA | 3.8 | Conducts learning experiences with small groups of student athletes.  |

- |   |   |   |    |      |  |
|---|---|---|----|------|--|
| D | N | M | NA | 3.9  | Recommends the purchase of equipment, supplies and uniforms as appropriate for health, safety and welfare of student athletes. |
| D | N | M | NA | 3.10 | Performs related duties as assigned.   |
| D | N | M | NA | 3.11 | Adheres to school board policies and administrative procedures.  |
| D | N | M | NA | 3.12 | Adheres to the Professional Code of Ethics   |
| D | N | M | NA | 3.13 | Demonstrates punctuality and good attendance for all duties.   |

Comments:

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Summative Comments:

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Check One:

- |                          |   |
|--------------------------|---|
| <input type="checkbox"/> | Recommended for reemployment.                                 |
| <input type="checkbox"/> | Recommended for reemployment with conditions (see attachment) |
| <input type="checkbox"/> | Not recommended for reemployment                              |

I have had an opportunity to discuss this appraisal with my evaluator. I understand that it is my privilege to file written comments concerning this appraisal with the Principal and the Central Office.

\_\_\_\_\_  
Signature of Employee

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature of Evaluator

\_\_\_\_\_  
Date

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\*Employee shall be given a copy of this form.

# CLOVERPORT INDEPENDENT SCHOOLS EVALUATION FORM ASSISTANT COACH

CLASSIFICATION: \_\_\_\_\_ Assistant Coach I    \_\_\_\_\_ Assistant Coach II

Name: \_\_\_\_\_ Employee Number: \_\_\_\_\_  
Sport: \_\_\_\_\_ Date: \_\_\_\_\_

STANDARDS OF PERFORMANCE			
D	Meets District Standards	M	Must Improve
N	Needs Improvement	NA	Not Applicable or Not Observed

## Standard 1.0 GENERAL KNOWLEDGE BASE

- |   |   |   |    |     |  |
|---|---|---|----|-----|--|
| D | N | M | NA | 1.1 | Knowledge of fundamentals of sports.                                 |
| D | N | M | NA | 1.2 | Knowledge of health and safety regulations.                          |
| D | N | M | NA | 1.3 | Knowledge of interpersonal skills using tact, patience and courtesy. |

Comments: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

## Standard 2.0 ESSENTIAL JOB FUNCTIONS

- |   |   |   |    |     |  |
|---|---|---|----|-----|--|
| D | N | M | NA | 2.1 | Ability to assist coaches.   |
| D | N | M | NA | 2.2 | Ability to understand and follow oral and written directions.                              |
| D | N | M | NA | 2.3 | Ability to read, interpret, apply and explain rules, regulations, policies and procedures. |

Comments: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

## Standard 3.0 PERFORMANCE RESPONSIBILITIES

- |   |   |   |    |     |  |
|---|---|---|----|-----|--|
| D | N | M | NA | 3.1 | Assists in promoting sports in the school and community.   |
| D | N | M | NA | 3.2 | Assists the head coach in planning the athletic program.   |
| D | N | M | NA | 3.3 | Assists the head coach in organizing and supervising practices.  |
| D | N | M | NA | 3.4 | Assists the head coach in teaching individual fundamental skills, team plan, team strategy, rules and regulations of the game. |
| D | N | M | NA | 3.5 | Assists the head coach in teaching good sportsmanship and self control.  |
| D | N | M | NA | 3.6 | Assists in checking eligibility of participants, including insurance coverage and parent consent.                              |



- |   |   |   |    |      |  |
|---|---|---|----|------|--|
| D | N | M | NA | 3.7  | Assists students by providing a proper role model, emotional support, patience and a friendly attitude and general guidance.   |
| D | N | M | NA | 3.8  | Conducts learning experiences under the direction of the coaches with small groups of student athletes.                        |
| D | N | M | NA | 3.9  | Recommends the purchase of equipment, supplies and uniforms as appropriate for health, safety and welfare of student athletes. |
| D | N | M | NA | 3.10 | Performs related duties as assigned.   |
| D | N | M | NA | 3.11 | Adheres to school board policies and administrative procedures.  |
| D | N | M | NA | 3.12 | Adheres to the state Professional Code of Ethics.  |
| D | N | M | NA | 3.13 | Demonstrates punctuality and good attendance for all duties.   |

Comments:

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Summative Comments:

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Check One:

- ☐ Recommended for reemployment.  
☐ Recommended for reemployment with conditions (see attachment)  
☐ Not recommended for reemployment

I have had an opportunity to discuss this appraisal with my evaluator. I understand that it is my privilege to file written comments concerning this appraisal with the Principal and the Central Office.

\_\_\_\_\_  
Signature of Employee

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature of Evaluator

\_\_\_\_\_  
Date

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\*Employee shall be given a copy of this form.

# CLOVERPORT INDEPENDENT SCHOOLS EVALUATION FORM COMMUNITY EDUCATION DIRECTOR

Name: \_\_\_\_\_ Employee Number: \_\_\_\_\_  
School: \_\_\_\_\_ Date: \_\_\_\_\_

STANDARDS OF PERFORMANCE			
D	Meets District Standards	M	Must Improve
N	Needs Improvement	NA	Not Applicable or Not Observed

## Standard 1.0 GENERAL KNOWLEDGE BASE

- |   |   |   |    |     |   |
|---|---|---|----|-----|---|
| D | N | M | NA | 1.1 | Plans, organizes and coordinates program components.  |
| D | N | M | NA | 1.2 | Coordinates activities with other community organizations and committee meetings to discuss community wide issues.                        |
| D | N | M | NA | 1.3 | Meet with staff to resolve issues, communicate new developments and assure operating objectives are understood and accomplished.          |
| D | N | M | NA | 1.4 | Determine and communicate community education objectives, standards and policies; measure performance against objectives to update plans. |
| D | N | M | NA | 1.5 | Develop an organization and staffing plan to assure attainment of objectives; make or recommend changes as appropriate.                   |
| D | N | M | NA | 1.6 | Assure budgets are established, maintained and documented.  |
| D | N | M | NA | 1.7 | Willingness to investigate funding sources and to write proposals.  |
| D | N | M | NA | 1.8 | Perform related duties as assigned.   |

Comments: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## Standard 2.0 ESSENTIAL JOB FUNCTIONS

- |   |   |   |    |     |  |
|---|---|---|----|-----|--|
| D | N | M | NA | 2.1 | Ability to follow policies and procedures.                                     |
| D | N | M | NA | 2.2 | Effective oral and written communication skills.                               |
| D | N | M | NA | 2.3 | Effective research methods and report writing techniques.                      |
| D | N | M | NA | 2.4 | Demonstrates effective interpersonal skills using tact, patience and courtesy. |
| D | N | M | NA | 2.5 | Follows health and safety regulations.   |
| D | N | M | NA | 2.6 | Demonstrates ability to prepare and work within budgets.                       |

Comments: \_\_\_\_\_

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\_\_\_\_\_

Standard 3.0 PERFORMANCE RESPONSIBILITIES

D	N	M	NA	3.1	Prepares and delivers oral presentations.
D	N	M	NA	3.2	Works cooperatively with others.
D	N	M	NA	3.3	Maintains accurate records and prepares reports.
D	N	M	NA	3.4	Able to prioritize and schedule work.
D	N	M	NA	3.5	Understands and works within scope of authority.
D	N	M	NA	3.6	Meets schedules and deadlines.
D	N	M	NA	3.7	Performs other duties as assigned by administrator.

Comments:

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Standard 4.0 PROFESSIONAL DUTIES AND RESPONSIBILITIES

D	N	M	NA	4.1	Demonstrates punctuality and good attendance for all duties.
D	N	M	NA	4.2	Participates in professional development activities to continually upgrade skills.
D	N	M	NA	4.3	Adheres to school board policies and administrative procedures.
D	N	M	NA	4.4	Adheres to Code of Ethics.
D	N	M	NA	4.5	Develops and implements activities that are designed to carry out the goals of the school district.

Comments:

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Summative Comments:

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Check One:

- |                          |   |
|--------------------------|---|
| <input type="checkbox"/> | Recommended for reemployment.                                 |
| <input type="checkbox"/> | Recommended for reemployment with conditions (see attachment) |
| <input type="checkbox"/> | Not recommended for reemployment                              |

I have had an opportunity to discuss this appraisal with my evaluator. I understand that it is my privilege to file written comments concerning this appraisal with the Principal and the Central Office.

\_\_\_\_\_  
Signature of Employee

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature of Evaluator

\_\_\_\_\_  
Date

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Cloverport Independent Schools: District Evaluation Plan

**CLOVERPORT INDEPENDENT SCHOOLS EVALUATION FORM  
FAMILY RESOURCE/YOUTH SERVICE CENTER DIRECTOR**

Name: \_\_\_\_\_ Employee Number: \_\_\_\_\_  
School: \_\_\_\_\_ Date: \_\_\_\_\_

STANDARDS OF PERFORMANCE			
D	Meets District Standards	M	Must Improve
N	Needs Improvement	NA	Not Applicable or Not Observed

**Standard 1.0 GENERAL KNOWLEDGE BASE**

- |   |   |   |    |     |   |
|---|---|---|----|-----|---|
| D | N | M | NA | 1.1 | Knowledge of provision of liaison services between parents, students and community. |
| D | N | M | NA | 1.2 | Effective record keeping techniques.  |
| D | N | M | NA | 1.3 | Effective oral and written communication skills.                                    |
| D | N | M | NA | 1.4 | Knowledge of research methods and report writing techniques.                        |
| D | N | M | NA | 1.5 | Knowledge of laws, rules and regulations related to assigned activities.            |
| D | N | M | NA | 1.6 | Adheres to policies and objectives of assigned program and activities.              |
| D | N | M | NA | 1.7 | Effective interpersonal skills using tact, patience and courtesy.                   |
| D | N | M | NA | 1.8 | Maintains confidentiality and exercises discretion.                                 |
| D | N | M | NA | 1.9 | Demonstrates punctuality and good attendance for all duties.                        |

Comments: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Standard 2.0 ESSENTIAL JOB FUNCTIONS**

- |   |   |   |    |     |   |
|---|---|---|----|-----|---|
| D | N | M | NA | 2.1 | Able to coordinate assigned activities to resolve student issues or develop community programs. |
| D | N | M | NA | 2.2 | Able to travel to student homes and interact with parents.                                      |
| D | N | M | NA | 2.3 | Understands and follows oral and written directions.  |
| D | N | M | NA | 2.4 | Establishes and maintains cooperative and effective working relationships with others.          |
| D | N | M | NA | 2.5 | Maintains records and prepares accurate reports.  |
| D | N | M | NA | 2.6 | Prioritizes and schedules work.   |
| D | N | M | NA | 2.7 | Able to work independently with minimal direction.  |
| D | N | M | NA | 2.8 | Able to meet schedules and deadlines.   |

Comments: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

### Standard 3.0 PERFORMANCE RESPONSIBILITIES

D	N	M	NA	3.1	Acts as a representative to community resource agencies.
D	N	M	NA	3.2	Assists in planning, developing, implementing and evaluation of programs and services to meet the needs of students who have special problems.
D	N	M	NA	3.3	Develops and implements procedures for ongoing needs assessment.
D	N	M	NA	3.4	Assists in the development, coordination, training and supervision of both paid and volunteer staff.
D	N	M	NA	3.5	Provides training for new volunteers.
D	N	M	NA	3.6	Assists in the evaluation and monitoring of all program components including goals, objectives, tasks and timelines from work plan.
D	N	M	NA	3.7	Assures compliance with all local and state reporting requirements and evaluation systems.
D	N	M	NA	3.8	Seeks additional funding for FRYSC program.
D	N	M	NA	3.9	Assumes responsibility for disseminating program information.
D	N	M	NA	3.10	Makes home visits as necessary to promote FRYSC goals and academic program.
D	N	M	NA	3.11	Organizes and supervises the maintenance of an accurate system of record keeping. Keeps complete, up-to-date and accurate records as required by law, policy and administrative regulations.
D	N	M	NA	3.12	Prepares and maintains an inventory of services offered by community health and welfare agencies.
D	N	M	NA	3.13	Presents a positive image of the program and school system to the community.
D	N	M	NA	3.14	Performs other duties as assigned by administrators.

Comments:

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Summative Comments:

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Check One:

- ☐ Recommended for reemployment.
- ☐ Recommended for reemployment with conditions (see attachment)
- ☐ Not recommended for reemployment

I have had an opportunity to discuss this appraisal with my evaluator. I understand that it is my privilege to file written comments concerning this appraisal with the Principal and the Central Office.

\_\_\_\_\_  
Signature of Employee

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature of Evaluator

\_\_\_\_\_  
Date

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\*Employee shall be given a copy of this form.

Cloverport Independent Schools: District Evaluation Plan

**CLOVERPORT INDEPENDENT SCHOOLS EVALUATION FORM  
FAMILY RESOURCE/YOUTH SERVICE CENTER ASSISTANT**

Name: \_\_\_\_\_ Employee Number: \_\_\_\_\_  
School: \_\_\_\_\_ Date: \_\_\_\_\_

STANDARDS OF PERFORMANCE			
D	Meets District Standards	M	Must Improve
N	Needs Improvement	NA	Not Applicable or Not Observed

**Standard 1.0 GENERAL KNOWLEDGE BASE**

- |   |   |   |    |     |   |
|---|---|---|----|-----|---|
| D | N | M | NA | 1.1 | Knowledge of provision of liaison services between parents, students and community. |
| D | N | M | NA | 1.2 | Effective record keeping techniques.  |
| D | N | M | NA | 1.3 | Effective oral and written communication skills.                                    |
| D | N | M | NA | 1.4 | Knowledge of research methods and report writing techniques.                        |
| D | N | M | NA | 1.5 | Knowledge of laws, rules and regulations related to assigned activities.            |
| D | N | M | NA | 1.6 | Adheres to policies and objectives of assigned program and activities.              |
| D | N | M | NA | 1.7 | Effective interpersonal skills using tact, patience and courtesy.                   |
| D | N | M | NA | 1.8 | Maintains confidentiality and exercises discretion.                                 |
| D | N | M | NA | 1.9 | Demonstrates punctuality and good attendance for all duties.                        |

Comments: \_\_\_\_\_

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**Standard 2.0 ESSENTIAL JOB FUNCTIONS**

- |   |   |   |    |     |   |
|---|---|---|----|-----|---|
| D | N | M | NA | 2.1 | Able to coordinate assigned activities to resolve student issues or develop community programs. |
| D | N | M | NA | 2.2 | Able to travel to student homes and interact with parents.                                      |
| D | N | M | NA | 2.3 | Understands and follows oral and written directions.  |
| D | N | M | NA | 2.4 | Establishes and maintains cooperative and effective working relationships with others.          |
| D | N | M | NA | 2.5 | Maintains records and prepares accurate reports.  |
| D | N | M | NA | 2.6 | Prioritizes and schedules work.   |
| D | N | M | NA | 2.7 | Able to work independently with minimal direction.  |
| D | N | M | NA | 2.8 | Able to meet schedules and deadlines.   |

Comments: \_\_\_\_\_

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### Standard 3.0 PERFORMANCE RESPONSIBILITIES

D	N	M	NA	3.1	Promotes the establishment of positive working relationships with various community agencies and services agreements with these resources.
D	N	M	NA	3.2	Assists in planning, developing, implementing and evaluation of programs and services to meet the needs of students who have special problems.
D	N	M	NA	3.3	Develops and implements procedures for ongoing needs assessment.
D	N	M	NA	3.4	Assist in the development, coordination, training and supervision of volunteer workers.
D	N	M	NA	3.5	Assists in the evaluation and monitoring of all program components including goals, objectives, tasks and timelines from work plan.
D	N	M	NA	3.6	Assures compliance with all local and state reporting requirements and evaluation systems.
D	N	M	NA	3.7	Seeks additional funding for FRYSC program.
D	N	M	NA	3.8	Assumes responsibility for disseminating program information.
D	N	M	NA	3.9	Makes home visits as necessary to promote FRYSC goals and academic program.
D	N	M	NA	3.10	Promotes and facilitates the delivery of direct services.
D	N	M	NA	3.11	Prepares and maintains an inventory of services offered by community health and welfare agencies.
D	N	M	NA	3.12	Presents a positive image of the program and school system to the community.
D	N	M	NA	3.13	Performs other duties as assigned by administrators.

Comments:

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Summative Comments:

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Check One:

- ☐ Recommended for reemployment.
- ☐ Recommended for reemployment with conditions (see attachment)
- ☐ Not recommended for reemployment

I have had an opportunity to discuss this appraisal with my evaluator. I understand that it is my privilege to file written comments concerning this appraisal with the Principal and the Central Office.

\_\_\_\_\_  
Signature of Employee

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature of Evaluator

\_\_\_\_\_  
Date

Any employee disagreeing with any evaluation or part thereof may have attached to the evaluation a written statement expressing disagreement; or, an appeal may be requested within five (5) working days of the date received.

\*Employee shall be given a copy of this form.

**CLOVERPORT INDEPENDENT SCHOOLS EVALUATION FORM  
ADMINISTRATIVE SECRETARY**

Name: \_\_\_\_\_ Employee Number: \_\_\_\_\_  
Date: \_\_\_\_\_

STANDARDS OF PERFORMANCE			
D	Meets District Standards	M	Must Improve
N	Needs Improvement	NA	Not Applicable or Not Observed

**Standard 1.0 GENERAL KNOWLEDGE BASE**

D	N	M	NA	1.1	Demonstrates knowledge of modern office practices, procedures and equipment.
D	N	M	NA	1.2	Demonstrates knowledge of record keeping and report writing techniques.
D	N	M	NA	1.3	Demonstrates use of correct English usage, grammar, spelling, punctuation and vocabulary.
D	N	M	NA	1.4	Demonstrates knowledge of district organization, operations, policies and objectives.
D	N	M	NA	1.5	Effective oral and written communication skills.
D	N	M	NA	1.6	Knowledge of applicable sections of the Kentucky Administrative Regulations.
D	N	M	NA	1.7	Effective interpersonal skills using tact, patience and courtesy.
D	N	M	NA	1.8	Demonstrates effective telephone techniques and etiquette.
D	N	M	NA	1.9	Able to operate computer terminal and a variety of other office equipment including typewriter, calculator and copier.

Comments: \_\_\_\_\_

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**Standard 2.0 ESSENTIAL JOB FUNCTIONS**

D	N	M	NA	2.1	Able to perform assigned duties efficiently and effectively.
D	N	M	NA	2.2	Able to read, interpret, apply and explain rules, regulations, policies and procedures.
D	N	M	NA	2.3	Able to type at an acceptable rate of speed.
D	N	M	NA	2.4	Able to work independently with minimal direction.
D	N	M	NA	2.5	Establishes and maintains effective working relations with others.
D	N	M	NA	2.6	Able to meet appointed deadlines and schedules.
D	N	M	NA	2.7	Prepares reports by gathering and organizing data from a variety of sources.
D	N	M	NA	2.8	Maintains confidentiality and uses discretion.
D	N	M	NA	2.9	Analyzes situations accurately and adopts an effective course of action.
D	N	M	NA	2.10	Communicates effectively both orally and in writing.
D	N	M	NA	2.11	Works efficiently despite interruptions.
D	N	M	NA	2.12	Arranges meetings and conferences, relays messages.
D	N	M	NA	2.13	Maintains a variety of records, files and logs.
D	N	M	NA	2.14	Plans and organizes work.



Comments:

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Standard 3.0 PERFORMANCE RESPONSIBILITIES

- |   |   |   |    |     |   |
|---|---|---|----|-----|---|
| D | N | M | NA | 3.1 | Coordinates communication between school, district, educational institutions, vendors, other outside organizations and the public.  |
| D | N | M | NA | 3.2 | Able to research, review, check, correct and compile a variety of information; verify data for accuracy, completeness and compliance with established procedures; input and retrieve computerized data in computer systems as required. |
| D | N | M | NA | 3.3 | Responds to requests for information from students, staff and the general public regarding school/district programs, policies, procedures and regulations.  |
| D | N | M | NA | 3.4 | Prepare a wide variety of materials such as correspondence, reports, contracts, forms, applications, memos and other documents.   |
| D | N | M | NA | 3.5 | Able to receive, process and route mail; order, issue and maintain department supplies, forms and equipment.  |
| D | N | M | NA | 3.6 | Able to manage budgets and financial resources accurately and effectively.  |
| D | N | M | NA | 3.7 | Confidentiality and privacy of school records are maintained.   |
| D | N | M | NA | 3.8 | Promotes job loyalty to organization by actions which indicate a spirit of pride for the purpose and goals of the Cloverport Independent Schools.   |

Comments:

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Summative Comments:

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Check One:

- |                          |   |
|--------------------------|---|
| <input type="checkbox"/> | Recommended for reemployment.                                 |
| <input type="checkbox"/> | Recommended for reemployment with conditions (see attachment) |
| <input type="checkbox"/> | Not recommended for reemployment                              |

I have had an opportunity to discuss this appraisal with my evaluator. I understand that it is my privilege to file written comments concerning this appraisal with the Principal and the Central Office.

Signature of Employee

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Date

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Signature of Evaluator

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Date

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Any employee disagreeing with any evaluation or part thereof may have attached to the evaluation a written statement expressing disagreement; or, an appeal may be requested within five (5) working days of the date received.

\*Employee shall be given a copy of this form.

**CLOVERPORT INDEPENDENT SCHOOLS EVALUATION FORM  
ACCOUNTS PAYABLE/FINANCE CLERK**

Name: \_\_\_\_\_ Employee Number: \_\_\_\_\_  
Date: \_\_\_\_\_

STANDARDS OF PERFORMANCE			
D	Meets District Standards	M	Must Improve
N	Needs Improvement	NA	Not Applicable or Not Observed

**Standard 1.0 GENERAL KNOWLEDGE BASE**

D	N	M	NA	1.1	Demonstrates knowledge of advanced clerical accounting principles and techniques involved in financial record keeping, monitoring and control.
D	N	M	NA	1.2	Demonstrates knowledge of estimating, projecting and extending financial and statistical data.
D	N	M	NA	1.3	Prepares financial statements and comprehensive accounting reports.
D	N	M	NA	1.4	Applies sections of KAR and other applicable laws, rules and regulations.
D	N	M	NA	1.5	Demonstrates effective oral and written communication and basic math skills.
D	N	M	NA	1.6	Effective interpersonal skills using tact, patience and courtesy.
D	N	M	NA	1.7	Able to use modern office practices, procedures and equipment.
D	N	M	NA	1.8	Demonstrates effective telephone techniques and etiquette.
D	N	M	NA	1.9	Able to operate computer terminal and a variety of other office equipment including typewriter, calculator and copier.

Comments: \_\_\_\_\_

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**Standard 2.0 ESSENTIAL JOB FUNCTIONS**

D	N	M	NA	2.1	Able to perform complex and advanced level accounting duties in the maintenance of assigned accounts.
D	N	M	NA	2.2	Able to perform responsible record keeping duties with a high degree of skill and accuracy.
D	N	M	NA	2.3	Verifies, balances and adjusts accounts.
D	N	M	NA	2.4	Processes and records accounting transactions accurately.
D	N	M	NA	2.5	Prepares financial statements, profit and loss statements and other technical financial reporting documents.
D	N	M	NA	2.6	Able to learn, interpret, apply and explain rules, regulations, policies and procedures related to school district accounting.
D	N	M	NA	2.7	Operates office machines including computer equipment and accounting software.
D	N	M	NA	2.8	Understands and follows oral and written directions.
D	N	M	NA	2.9	Establishes and maintains cooperative and effective working relationships.
D	N	M	NA	2.10	Meets schedules and timelines.
D	N	M	NA	2.11	Exercises confidentiality and discretion.
D	N	M	NA	2.12	Communicates effectively both orally and in writing.
D	N	M	NA	2.13	Able to complete work despite interruptions.

Cloverport Independent Schools: District Evaluation Plan

D N M NA 2.14 Maintains records and prepare reports accurately and efficiently.

Comments:

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**Standard 3.0 PERFORMANCE RESPONSIBILITIES**

D	N	M	NA	3.1	Makes journal entries to transfer monies to appropriate accounts.
D	N	M	NA	3.2	Keys appropriate information to maintain accurate records.
D	N	M	NA	3.3	Maintains appropriate records pertinent to approved budget.
D	N	M	NA	3.4	Receives and routes all incoming communication in an appropriate manner.
D	N	M	NA	3.5	Plans and completes work on a timely basis.
D	N	M	NA	3.6	Consistently displays self-discipline.
D	N	M	NA	3.7	Cooperates with staff, both certified and classified.
D	N	M	NA	3.8	Promotes job and loyalty to organization by actions which indicate a spirit of pride for the job and organization for which employed.
D	N	M	NA	3.9	Demonstrates loyalty and dedication to the purpose and goals of Cloverport Independent Schools.
D	N	M	NA	3.10	Consistently responsible and displays an attitude of honesty and credibility.
D	N	M	NA	3.11	Neat and appropriately dressed.
D	N	M	NA	3.12	Maintains desk and work area in a neat and organized manner.
D	N	M	NA	3.13	Handles the dissemination of purchase orders and related operations.
D	N	M	NA	3.14	Punctual and prepared for immediate assumption of duties upon arrival.
D	N	M	NA	3.15	Utilizes time appropriately and maintains good attendance.

Comments:

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Summative Comments:

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Check One:

- ☐ Recommended for reemployment.
- ☐ Recommended for reemployment with conditions (see attachment)
- ☐ Not recommended for reemployment

I have had an opportunity to discuss this appraisal with my evaluator. I understand that it is my privilege to file written comments concerning this appraisal with the Principal and the Central Office.

\_\_\_\_\_  
Signature of Employee

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature of Evaluator

\_\_\_\_\_  
Date

Any employee disagreeing with any evaluation or part thereof may have attached to the evaluation a written statement expressing disagreement; or, an appeal may be requested within five (5) working days of the date received.

\*Employee shall be given a copy of this form.

# CLOVERPORT INDEPENDENT SCHOOLS EVALUATION FORM ATTENDANCE SECRETARY

Name: \_\_\_\_\_ Employee Number: \_\_\_\_\_  
Date: \_\_\_\_\_

STANDARDS OF PERFORMANCE			
D	Meets District Standards	M	Must Improve
N	Needs Improvement	NA	Not Applicable or Not Observed

## Standard 1.0 GENERAL KNOWLEDGE BASE

- |   |   |   |    |     |  |
|---|---|---|----|-----|--|
| D | N | M | NA | 1.1 | Demonstrates accurate and efficient record keeping techniques.   |
| D | N | M | NA | 1.2 | Uses correct English, grammar, spelling, punctuation and vocabulary.   |
| D | N | M | NA | 1.3 | Demonstrates effective oral and written communication skills.  |
| D | N | M | NA | 1.4 | Effective interpersonal skills using tact, patience and courtesy.  |
| D | N | M | NA | 1.5 | Knowledge of technical aspects of job.   |
| D | N | M | NA | 1.6 | Able to operate computer terminal and a variety of other office equipment including typewriter, calculator and copier. |

Comments: \_\_\_\_\_

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## Standard 2.0 ESSENTIAL JOB FUNCTIONS

- |   |   |   |    |     |   |
|---|---|---|----|-----|---|
| D | N | M | NA | 2.1 | Able to read, track and block information concerning school attendance. |
| D | N | M | NA | 2.2 | Understands and follows written and oral directions.                    |
| D | N | M | NA | 2.3 | Works cooperatively with others.  |
| D | N | M | NA | 2.4 | Maintains accurate records and prepares reports.                        |
| D | N | M | NA | 2.5 | Plans and organizes work.   |
| D | N | M | NA | 2.6 | Maintains desk and work area in a neat and organized manner.            |
| D | N | M | NA | 2.7 | Maintains confidentiality and uses discretion.                          |

Comments: \_\_\_\_\_

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## Standard 3.0 PERFORMANCE RESPONSIBILITIES

- |   |   |   |    |     |  |
|---|---|---|----|-----|--|
| D | N | M | NA | 3.1 | Accurately audits student membership to verify correct school attendance by students.                                |
| D | N | M | NA | 3.2 | Maintains accurate STI records.  |
| D | N | M | NA | 3.3 | Provides information to schools and parents regarding school assignments in coordination with appropriate personnel. |
| D | N | M | NA | 3.4 | Assists with school attendance areas as required.  |

Cloverport Independent Schools: District Evaluation Plan

D	N	M	NA	3.5	Assists with preparation of annual projections of student membership.
D	N	M	NA	3.6	Assists school personnel and others in the use of STI.
D	N	M	NA	3.7	Performs related duties as assigned by supervisors.
D	N	M	NA	3.8	Receives and processes various forms and documents.
D	N	M	NA	3.9	Promotes job loyalty to organization by actions which indicate a spirit of pride for the purpose and goals of the Cloverport Independent Schools.

Comments:

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Summative Comments:

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Check One:

- ☐ Recommended for reemployment.  
☐ Recommended for reemployment with conditions (see attachment)  
☐ Not recommended for reemployment

I have had an opportunity to discuss this appraisal with my evaluator. I understand that it is my privilege to file written comments concerning this appraisal with the Principal and the Central Office.

\_\_\_\_\_  
Signature of Employee

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature of Evaluator

\_\_\_\_\_  
Date

Any employee disagreeing with any evaluation or part thereof may have attached to the evaluation a written statement expressing disagreement; or, an appeal may be requested within five (5) working days of the date received.

\*Employee shall be given a copy of this form.

# CLOVERPORT INDEPENDENT SCHOOLS EVALUATION FORM FOOD SERVICES MANAGER

Name: \_\_\_\_\_ Employee Number: \_\_\_\_\_  
Date: \_\_\_\_\_

STANDARDS OF PERFORMANCE			
D	Meets District Standards	M	Must Improve
N	Needs Improvement	NA	Not Applicable or Not Observed

## Standard 1.0 GENERAL KNOWLEDGE BASE

D	N	M	NA	1.1	Knowledge of meal production planning and scheduling.
D	N	M	NA	1.2	Knowledge of applicable district, federal and state laws, rules and regulations related to food service.
D	N	M	NA	1.3	Knowledge of quantity food preparation and merchandising.
D	N	M	NA	1.4	Uses and cares for institutional equipment and utensils.
D	N	M	NA	1.5	Knowledge of procedures used in ordering, receiving, storing and inventorying food and supplies.
D	N	M	NA	1.6	Follows health and safety rules and regulations pertaining to food establishments, including sanitation and maintenance regulations.
D	N	M	NA	1.7	Effectively prepares budgets to maintain positive fund balances.
D	N	M	NA	1.8	Demonstrates accurate record keeping techniques.
D	N	M	NA	1.9	Knowledge of principles and practices of supervision and training.
D	N	M	NA	1.10	Demonstrates effective oral and written communication skills.
D	N	M	NA	1.11	Demonstrates effective interpersonal skills using tact, patience and courtesy.
D	N	M	NA	1.12	Knowledge of effective inventory methods and practices.

Comments: \_\_\_\_\_

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## Standard 2.0 ESSENTIAL JOB FUNCTIONS

D	N	M	NA	2.1	Able to manage and coordinate day-to-day food service operations.
D	N	M	NA	2.2	Assures compliance with district, state and federal requirements.
D	N	M	NA	2.3	Plans well-balanced, nutritional and appetizing menus within a fixed budget.
D	N	M	NA	2.4	Trains others in the preparation and serving of food in large quantities.
D	N	M	NA	2.5	Reads, interprets, applies and explains rules, regulations, policies and procedures.
D	N	M	NA	2.6	Schedules, supervises and evaluates staff.
D	N	M	NA	2.7	Analyzes situations accurately and adopts an effective course of action.

Comments:

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### Standard 3.0 PERFORMANCE RESPONSIBILITIES

D	N	M	NA	3.1	Follows school lunch and breakfast menus according to meal pattern requirements and recommendations from the School Food Service Director.
D	N	M	NA	3.2	Works with cooks in implementing and evaluating planned menus for meal pattern requirements, nutrient content, appearance and student acceptance in accordance with school district standards.
D	N	M	NA	3.3	Plans maximum use of USDA donated foods.
D	N	M	NA	3.4	Maintains a standard recipe file and ensure the use of standardized recipes in food preparation.
D	N	M	NA	3.5	Calculates standardized recipes as needed to yield desired quantity.
D	N	M	NA	3.6	Directs the use of accepted procedures in the preparation of all foods to ensure the palatability and nutrient content.
D	N	M	NA	3.7	Ensure the use of recommended methods in measuring and weighing ingredients.
D	N	M	NA	3.8	Supervises food production and meal service to assure that emergency substitutes comply with meal pattern requirements.
D	N	M	NA	3.9	Thaws, cooks, serves and maintains foods at correct temperatures.
D	N	M	NA	3.10	Maintains menu and production records according to procedures established by the state and district.
D	N	M	NA	3.11	Plans effective use of leftover foods.
D	N	M	NA	3.12	Organizes banquets/special meal services as needed.
D	N	M	NA	3.13	Uses school district's standards procedures, records and forms to requisition and/or purchase food, supplies and equipment.
D	N	M	NA	3.14	Receives food and non-food supplies in accordance with school district policies and checks invoices against original orders and bid price sheets.
D	N	M	NA	3.15	Follows school district's procedures for inspection of goods received for quality specified and for the return of unacceptable goods.
D	N	M	NA	3.16	Supervises proper storage of foods and non-food supplies in accordance with storage requirements.
D	N	M	NA	3.17	Supervises the activities of cafeteria workers.
D	N	M	NA	3.18	Organizes work assignments and schedules for all cafeteria workers and supervises the implementation of these assignments.
D	N	M	NA	3.19	Maintains a financially sound program.
D	N	M	NA	3.20	Follows all assigned financial management procedures.
D	N	M	NA	3.21	Completes all assigned daily records and reports accurately and submits all required reports to the district central office on a timely basis.

D	N	M	NA	3.22	Requests repairs and replacement of equipment as needed.
D	N	M	NA	3.23	Inspects refrigeration and freezer units on a regular basis.
D	N	M	NA	3.24	Supervises the use of basic procedures required for the cleaning and sanitizing of work areas, utensils and equipment.
D	N	M	NA	3.25	Establishes a routine cleaning schedule and checkup system.
D	N	M	NA	3.26	Works with insect and rodent control plan according to school district procedures.
D	N	M	NA	3.27	Develops an effective method of garbage disposal.
D	N	M	NA	3.28	Follows district first aid and emergency procedures.
D	N	M	NA	3.29	Reports accidents and refers potential safety hazards to the district school food service director.
D	N	M	NA	3.30	Keeps students, teachers and parents informed of daily/weekly menus and the services provided by the school food service program.
D	N	M	NA	3.31	Participates in training programs for school food service personnel.
D	N	M	NA	3.32	Demonstrates loyalty and dedication to the purposes and goals of Cloverport Independent Schools.

Comments:

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Summative Comments:

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Check One:

<input type="checkbox"/>	Recommended for reemployment.
<input type="checkbox"/>	Recommended for reemployment with conditions (see attachment)
<input type="checkbox"/>	Not recommended for reemployment

I have had an opportunity to discuss this appraisal with my evaluator. I understand that it is my privilege to file written comments concerning this appraisal with the Principal and the Central Office.

\_\_\_\_\_  
Signature of Employee

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature of Evaluator

\_\_\_\_\_  
Date

Any employee disagreeing with any evaluation or part thereof may have attached to the evaluation a written statement expressing disagreement; or, an appeal may be requested within five (5) working days of the date received.

\*Employee shall be given a copy of this form.



# CLOVERPORT INDEPENDENT SCHOOLS EVALUATION FORM FOOD SERVICE WORKER

Name: \_\_\_\_\_ Employee Number: \_\_\_\_\_  
Date: \_\_\_\_\_

STANDARDS OF PERFORMANCE			
D	Meets District Standards	M	Must Improve
N	Needs Improvement	NA	Not Applicable or Not Observed

## Standard 1.0 GENERAL KNOWLEDGE BASE

D	N	M	NA	1.1	Knowledge of principles and methods of quantity food service preparation, serving and storage.
D	N	M	NA	1.2	Knowledge of sanitation and safety practices related to handling, cooking, baking and serving food.
D	N	M	NA	1.3	Able to prepare and serve food in large quantities.
D	N	M	NA	1.4	Able to adjust and extend recipes and use proper substitutions.
D	N	M	NA	1.5	Knowledge of proper methods of storing equipment, materials and supplies.
D	N	M	NA	1.6	Able to use standard kitchen equipment, utensils and measurements.
D	N	M	NA	1.7	Knowledge of health and safety regulations.
D	N	M	NA	1.8	Demonstrates basic record keeping techniques.
D	N	M	NA	1.9	Knowledge of basic math and cashiering skills.

Comments: \_\_\_\_\_

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## Standard 2.0 ESSENTIAL JOB FUNCTIONS

D	N	M	NA	2.1	Able to prepare, cook, bake and serve a variety of foods in quantity.
D	N	M	NA	2.2	Able to prepare and serve food in accordance with health and sanitation regulations.
D	N	M	NA	2.3	Able to prepare attractive, appetizing and nutritious meals for students and staff.
D	N	M	NA	2.4	Able to lift, bend, stand and reach.
D	N	M	NA	2.5	Able to understand and follow written and oral directions.
D	N	M	NA	2.6	Communicates effectively both orally and in writing.
D	N	M	NA	2.7	Able to maintain accurate routine records.
D	N	M	NA	2.8	Establishes and maintains cooperative and effective working relationships with others.
D	N	M	NA	2.9	Plans and organizes work.
D	N	M	NA	2.10	Observes health and safety regulations.
D	N	M	NA	2.11	Trains and provides work direction to others.
D	N	M	NA	2.12	Makes changes accurately.

Comments: \_\_\_\_\_

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\_\_\_\_\_

### Standard 3.0 PERFORMANCE RESPONSIBILITIES

D	N	M	NA	3.1	Maintains the highest standards of safety and cleanliness in the kitchen—cleans equipment, utensils and appliances as needed.
D	N	M	NA	3.2	Prepares food according to a planned menu and tested, uniform recipes and determines if the finished product is of the best quality both in flavor and appearance before it is served.
D	N	M	NA	3.3	Demonstrates an understanding of serving sizes to meet the USDA requirements with regard to the ages of the School Meal Pattern.
D	N	M	NA	3.4	Assumes responsibility for proper storage and disposal of unused food.
D	N	M	NA	3.5	Performs related duties at special meal functions, such as banquets, when needed.
D	N	M	NA	3.6	Participates in planned training programs.
D	N	M	NA	3.7	Demonstrates a positive attitude toward good nutrition.
D	N	M	NA	3.8	Demonstrates loyalty and dedication to the purposes and goals of the Cloverport Independent Schools.
D	N	M	NA	3.9	Assumes and carries out other tasks assigned by the manager, principal and/or school food service director.

Comments:

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Summative Comments:

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Check One:

- |                          |   |
|--------------------------|---|
| <input type="checkbox"/> | Recommended for reemployment.                                 |
| <input type="checkbox"/> | Recommended for reemployment with conditions (see attachment) |
| <input type="checkbox"/> | Not recommended for reemployment                              |

I have had an opportunity to discuss this appraisal with my evaluator. I understand that it is my privilege to file written comments concerning this appraisal with the Principal and the Central Office.

\_\_\_\_\_  
Signature of Employee

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature of Evaluator

\_\_\_\_\_  
Date

Any employee disagreeing with any evaluation or part thereof may have attached to the evaluation a written statement expressing disagreement; or, an appeal may be requested within five (5) working days of the date received.

\*Employee shall be given a copy of this form.

Cloverport Independent Schools: District Evaluation Plan

1/11/2011

90

# CLOVERPORT INDEPENDENT SCHOOLS EVALUATION FORM CUSTODIAN

Name: \_\_\_\_\_ Employee Number: \_\_\_\_\_  
Date: \_\_\_\_\_

STANDARDS OF PERFORMANCE			
D	Meets District Standards	M	Must Improve
N	Needs Improvement	NA	Not Applicable or Not Observed

## Standard 1.0 GENERAL KNOWLEDGE BASE

- |   |   |   |    |     |  |
|---|---|---|----|-----|--|
| D | N | M | NA | 1.1 | Knowledge of basic methods, materials, tools and equipment used in custodial work and routine maintenance. |
| D | N | M | NA | 1.2 | Knowledge of proper methods of storing equipment, materials and supplies.                                  |
| D | N | M | NA | 1.3 | Knowledge of proper lifting techniques.  |

Comments: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## Standard 2.0 ESSENTIAL JOB FUNCTIONS

- |   |   |   |    |      |  |
|---|---|---|----|------|--|
| D | N | M | NA | 2.1  | Performs routine custodial activities to maintain buildings, lockers and grounds in a clean, orderly and secure condition. |
| D | N | M | NA | 2.2  | Uses cleaning materials, equipment and methods according to predetermined standards.                                       |
| D | N | M | NA | 2.3  | Learns and applies knowledge of schedules, procedures and use of equipment and supplies used in custodial work.            |
| D | N | M | NA | 2.4  | Maintains tools and equipment in clean working order and provides proper security.   |
| D | N | M | NA | 2.5  | Performs routine repairs.  |
| D | N | M | NA | 2.6  | Observes and reports need for maintenance and repair.  |
| D | N | M | NA | 2.7  | Understands and follows both written and oral directions.  |
| D | N | M | NA | 2.8  | Meets schedules and timelines.   |
| D | N | M | NA | 2.9  | Communicates effectively with others both orally and in writing.   |
| D | N | M | NA | 2.10 | Inspects and assures the security of facilities during assigned shift.   |
| D | N | M | NA | 2.11 | Able to walk, bend, lift, push and stand for extended periods of time.   |
| D | N | M | NA | 2.12 | Able to provide "on-call" coverage during emergency situations.  |

Comments: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

### Standard 3.0 PERFORMANCE RESPONSIBILITIES

D	N	M	NA	3.1	Practices safety precautions and is safety conscious at all times.
D	N	M	NA	3.2	Performs cleaning and sanitation tasks in assigned areas in accordance with established procedures.
D	N	M	NA	3.3	Operates and maintains cleaning equipment.
D	N	M	NA	3.4	Performs ground care tasks in assigned areas in accordance with established procedures.
D	N	M	NA	3.5	Operates and maintains powered grounds care equipment.
D	N	M	NA	3.6	Performs related duties as assigned by supervisors.
D	N	M	NA	3.7	Promotes job loyalty to organization by actions which indicate a spirit of pride for the purpose and goals of the Cloverport Independent Schools.

Comments:

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Summative Comments:

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Check One:

<input type="checkbox"/>	Recommended for reemployment.
<input type="checkbox"/>	Recommended for reemployment with conditions (see attachment)
<input type="checkbox"/>	Not recommended for reemployment

I have had an opportunity to discuss this appraisal with my evaluator. I understand that it is my privilege to file written comments concerning this appraisal with the Principal and the Central Office.

\_\_\_\_\_  
Signature of Employee

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature of Evaluator

\_\_\_\_\_  
Date

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\*Employee shall be given a copy of this form.

# CLOVERPORT INDEPENDENT SCHOOLS EVALUATION FORM BUS DRIVER

Name: \_\_\_\_\_ Employee Number: \_\_\_\_\_  
Date: \_\_\_\_\_

STANDARDS OF PERFORMANCE			
D	Meets District Standards	M	Must Improve
N	Needs Improvement	NA	Not Applicable or Not Observed

## Standard 1.0 GENERAL KNOWLEDGE BASE

- |   |   |   |    |     |  |
|---|---|---|----|-----|--|
| D | N | M | NA | 1.1 | Knowledge of safe driving practices.   |
| D | N | M | NA | 1.2 | Knowledge of State Motor Vehicles code, district transportation procedures and KARs applicable to the operation of vehicles transporting students. |
| D | N | M | NA | 1.3 | Able to correctly apply first aid practices.   |
| D | N | M | NA | 1.4 | Effective interpersonal skills using tact, patience and courtesy.  |

Comments: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## Standard 2.0 ESSENTIAL JOB FUNCTIONS

- |   |   |   |    |      |  |
|---|---|---|----|------|--|
| D | N | M | NA | 2.1  | Operates school bus over designated routes in accordance with time schedules, picking up and discharging students. |
| D | N | M | NA | 2.2  | Maintains order and discipline among students while driving a school bus.  |
| D | N | M | NA | 2.3  | Maintains assigned vehicle in clean and safe operating condition.  |
| D | N | M | NA | 2.4  | Recognizes equipment malfunctions and take appropriate action.   |
| D | N | M | NA | 2.5  | Learns designated bus routes including stops and traffic hazards.  |
| D | N | M | NA | 2.6  | Maintains routine records.   |
| D | N | M | NA | 2.7  | Establishes and maintains cooperative and effective working relationships with others.                             |
| D | N | M | NA | 2.8  | Understands and follows oral and written directions.   |
| D | N | M | NA | 2.9  | Meets schedules and timelines.   |
| D | N | M | NA | 2.10 | Observes legal and defensive driving practices.  |
| D | N | M | NA | 2.11 | Assist in loading and unloading special needs students as necessary.   |

Comments: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

### Standard 3.0 PERFORMANCE RESPONSIBILITIES

D	N	M	NA	3.1	Operates the bus and carries out duties on schedule and in a prompt and efficient manner.
D	N	M	NA	3.2	Safely operates the school bus under all varying weather conditions.
D	N	M	NA	3.3	Properly supervises passengers on the bus in accordance with transportation regulations and with the student code of conduct.
D	N	M	NA	3.4	Conducts routine required inspections and provides proper documentation.
D	N	M	NA	3.5	Attends safety meetings and workshops as determined by the director of transportation and state regulations.
D	N	M	NA	3.6	Adheres to district policies and procedures.
D	N	M	NA	3.7	Demonstrates consistent positive behavior toward students and patrons in order to foster positive public relations.
D	N	M	NA	3.8	Promotes job loyalty to organization by actions which indicate a spirit of pride for the purpose and goals of the Cloverport Independent Schools.

Comments:

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Summative Comments:

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Check One:

- |                          |   |
|--------------------------|---|
| <input type="checkbox"/> | Recommended for reemployment.                                 |
| <input type="checkbox"/> | Recommended for reemployment with conditions (see attachment) |
| <input type="checkbox"/> | Not recommended for reemployment                              |

I have had an opportunity to discuss this appraisal with my evaluator. I understand that it is my privilege to file written comments concerning this appraisal with the Principal and the Central Office.

\_\_\_\_\_  
Signature of Employee

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature of Evaluator

\_\_\_\_\_  
Date

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## Evaluation Standards and Performance Criteria for Teachers

### Standard 1: Demonstrates Professional Leadership

The teacher provides professional leadership within the school, community and education profession to improve student learning and well-being.

- 1.1 Builds positive relationships within and between school and community.
- 1.2 Promotes leadership potential in colleagues.
- 1.3 Participates in professional organizations and activities.
- 1.4 Writes and speaks effectively.
- 1.5 Contributes to the professional knowledge and expertise about teaching and learning.
- 1.6 Guides the development of curriculum and instructional materials.
- 1.7 Participates in policy design and development at the local school, within professional organizations and/or within community organizations with educationally related activities.
- 1.8 Initiates and develops educational projects and programs.
- 1.9 Practices effective listening, conflict resolution and group facilitation skills as a team member.
- 1.10 Demonstrates punctuality and good attendance for all duties.
- 1.11 Adheres to school board policies and administrative procedures.
- 1.12 Adheres to state Professional Code of Ethics.

### Standard 2: Demonstrates Knowledge of Content

The teacher demonstrates content knowledge within own discipline(s) and in application(s) to other disciplines.

- 2.1 Communicates a breadth of content knowledge across the discipline(s) to be taught.
- 2.2 Communicates a current knowledge of discipline(s) taught.
- 2.3 Demonstrates a general knowledge that allows for integration of ideas and information across the disciplines.
- 2.4 Demonstrates an overall knowledge of one's discipline(s) that allows the teacher to teach the students' ability levels and learning styles.
- 2.5 Connects content knowledge to real-world applications.
- 2.6 Plans lessons and develops instructional materials that reflect knowledge of current constructs and principles of the discipline(s) being taught.
- 2.7 Analyzes sources of factual information for accuracy.
- 2.8 Presents content in a manner that reflects sensitivity to a multicultural and global perspective.
- 2.9 Collaborates with teachers in other disciplines to analyze and structure cross-disciplinary approaches to instruction.

### Standard 3: Designs/Plans Instruction

The teacher designs/plans instruction that develops students abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems and integrate knowledge.

- 3.1 Focuses instruction on one or more of Kentucky's learning goals and academic expectations.
- 3.2 Develops instruction that requires students to apply knowledge, skills and thinking processes.
- 3.3 Integrates skills, thinking processes and content across disciplines.
- 3.4 Creates and utilizes learning experiences that challenge, motivate and actively involve the learner.
- 3.5 Creates and uses learning experiences that are developmentally appropriate for learners.
- 3.6 Develops and incorporates strategies that address physical, social and cultural; and that show sensitivity to differences.
- 3.7 Arranges the physical classroom to support the types of teaching and learning that are to occur.

- 3.8 Includes creative and appropriate use of technologies (e.g., audiovisual equipment, computers, lab equipment, etc...) to improve student learning.
- 3.9 Develops and implements appropriate assessment processes.
- 3.10 Secures and uses a variety of appropriate assessment processes.
- 3.11 Develops and incorporates learning experiences that encourage students to be adaptable, flexible, resourceful and creative.
- 3.12 Uses knowledge acquired from past teaching experiences to anticipate instructional challenges.

#### Standard 4: Creates and Maintains Learning Climate

The teacher creates a learning climate that supports the development of student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems and integrate knowledge.

- 4.1 Communicates with and challenges students in a supportive manner and provides students with constructive feedback.
- 4.2 Maintains positive classroom interaction by establishing appropriate expectations during group activities.
- 4.3 Shows consistent sensitivity to individuals and responds to students objectively.
- 4.4 Shows flexibility and creativity in the development of classroom processes and instructional procedures.
- 4.5 Locates and organizes materials and equipment to create an enriched multimedia environment.
- 4.6 Encourages and supports individual and group inquiry.
- 4.7 Uses a variety of classroom management techniques that foster individual responsibility and cooperation.
- 4.8 Analyzes and changes the classroom to accommodate a variety of instructional strategies.
- 4.9 Works with colleagues to develop an effective learning climate within the school.

#### Standard 5: Implements and Manages Instruction

The teacher introduces/implements/manages instruction that develops student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems and integrate knowledge.

- 5.1 Communicates specific goals and high expectations for learning.
- 5.2 Connects learning with student's prior knowledge, experiences and backgrounds, and aspirations for future roles.
- 5.3 Models/demonstrates the skills, concepts, attributes and/or thinking processes to be learned.
- 5.4 Uses and develops multiple teaching/learning strategies that are appropriate to student developmental levels and actively engages students in individual and cooperative learning experiences.
- 5.5 Provides opportunities for students to increase their knowledge of cultural similarities and differences.
- 5.6 Stimulates students to reflect on their own ideas and those of others.
- 5.7 Uses appropriate questioning strategies to help students solve problems and think critically.
- 5.8 Manages student examination of social issues relative to course content, possible responses and associated consequences.
- 5.9 Demonstrates interpersonal/team membership skills and supportive behavior with students in facilitating instruction.
- 5.10 Presents differing viewpoints when integrating knowledge and experiences across disciplines.
- 5.11 Makes effective use of media and technologies.
- 5.12 Makes efficient use of physical and human resources; and time.
- 5.13 Provides opportunities for students to use and practice what is learned.



- 5.14 Identifies student misconceptions, provides guidance and offers students continuous feedback on progress toward expectations.

### Standard 6: Assesses and Communicates Learning Results

The teacher assesses learning and communicates results to students and others with respect to student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems and integrate knowledge.

- 6.1 Selects and uses appropriate assessments.
- 6.2 Makes appropriate provisions for assessment processes and addresses social, cultural and physical diversity.
- 6.3 Assesses student performance using the established criteria and scoring guides consistent with Kentucky's assessment program.
- 6.4 Provides opportunities for students to assess and improve their performance based on prior assessment results.
- 6.5 Collects and analyzes assessment data and maintaining up-to-date records of student progress, using technologies as appropriate.
- 6.6 Communicates expectations, criteria for assessment, student progress and students strengths/weaknesses to parents and students.

### Standard 7: Reflects and Evaluates Teaching/Learning

The teacher reflects on and evaluates teaching and learning.

- 7.1 Assesses and analyzes the effectiveness of instruction.
- 7.2 Makes appropriate changes to instruction based upon feedback, reflection and assessment results.
- 7.3 Assesses programs and curricula; proposes appropriate recommendations and needed adjustments.

### Standard 8: Collaborates with Colleagues/Parents/Others

The teacher collaborates with colleagues, parents and other agencies to design, implement and support learning programs that develop student abilities to use communications skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.

- 8.1 Initiates collaboration with others and creates situation where collaboration with others will enhance student learning.
- 8.2 Discusses with parents, students and others the purpose and scope of the collaborative effort.
- 8.3 Articulates expectations for each collaborative event, e.g., time lines and responsibilities.
- 8.4 Demonstrates productive leadership and team membership skills that facilitate the development of mutually beneficial goals, e.g., issue and conflict resolution.
- 8.5 Secures and makes use of school and community resources that present differing viewpoints.
- 8.6 Recognizes and responds appropriately to differences in abilities, contributions and social and cultural backgrounds.
- 8.7 Invites colleagues, parents, community representatives and others to help design and implement collaborative instructional projects.
- 8.8 Analyzes previous collaborative experiences to improve future experiences.
- 8.9 Assesses students' special needs and collaborates with school services and community agencies to meet those needs.

### Standard 9: Engages in Professional Development

The teacher evaluates own overall performance in relation to Kentucky's learner goals and implements a professional development plan.

- 9.1 Establishes priorities for professional growth.
- 9.2 Analyzes student performance to help identify professional development needs.
- 9.3 Solicits input from others in the creation of individual professional growth plans.

- 9.4 Applies to instruction the knowledge, skills and processes acquired through professional development.
- 9.5 Modifies own professional development plan to improve instructional performance and to promote student learning.

#### Standard 10: Demonstrates Implementation of Technology

The teacher uses technology to support instruction; access and manipulate data; enhance professional growth and productivity; communicate and collaborate with colleagues, parents and the community; and conduct research.

- 10.1 Operates a multimedia computer and peripherals to install and use a variety of software.
- 10.2 Uses terminology related to computers and technology appropriately in written and verbal communication.
- 10.3 Demonstrates knowledge of the use of technology in business, industry and society.
- 10.4 Demonstrates basic knowledge of computer/peripheral parts and attends to simple connections and installations.
- 10.5 Creates multimedia presentations using scanners, digital cameras and video cameras.
- 10.6 Uses the computer to do word processing, create databases and spreadsheets, access electronic mail and the Internet, make presentations, and use other emerging technologies to enhance professional productivity and support instruction.
- 10.7 Uses computers and other technologies such as interactive instruction, audio/video conferencing and other distance learning applications to enhance professional productivity and support instruction.
- 10.8 Requests and uses appropriate assistive and adaptive devices for students with special needs.
- 10.9 Designs lessons that use technology to address diverse student needs and learning styles.
- 10.10 Practices equitable and legal use of computers and technology in professional activities.
- 10.11 Facilitates the lifelong learning of self and others through the use of technology.
- 10.12 Explores, uses and evaluates technology resources: software, applications and related documentation.
- 10.13 Applies research based instructional practices that use computers and other technology.
- 10.14 Uses computers and other technology for individual, small group and large group learning activities.
- 10.15 Uses technology to support multiple assessments on student learning.
- 10.16 Instructs and supervises students in the ethical and legal use of technology.

## EVALUATION STANDARDS AND PERFORMANCE CRITERIA FOR EDUCATION ADMINISTRATORS

The following performance evaluation standards and performance criteria are the Interstate School Leaders Licensure Consortium (ISLLC) Standards for School Leaders that were adopted by the Education Professional Standards Board as part of the procedures for obtaining administrative certification in Kentucky.

*Review the following standard titles and descriptions for each:*

ISLLC Evaluation Standards for Education Administrators	
1. Vision	<ul style="list-style-type: none"> <li>A school administrator is an educational leader who promotes the success of all students by facilitating the development, articulation, implementations and stewardship of a vision of learning that is shared and supported by the school community.</li> </ul>
2. School Culture and Learning	<ul style="list-style-type: none"> <li>A school administrator is an educational leader who promotes the success of all students by advocating, nurturing and sustaining a school culture and instructional program conducive to student learning and staff professional growth.</li> </ul>
3. Management	<ul style="list-style-type: none"> <li>A school administrator is an educational leader who promotes the success of all students by ensuring management of the organization, operations and resources for a safe, efficient and effective learning environment.</li> </ul>
4. Collaboration	<ul style="list-style-type: none"> <li>A school administrator is an educational leader who promotes the success of all students by collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.</li> </ul>
5. Integrity, Fairness and Ethics	<ul style="list-style-type: none"> <li>A school administrator is an educational leader who promotes the success of all students by acting with integrity, fairness and in an ethical manner.</li> </ul>
6. Political, Economic and Legal	<ul style="list-style-type: none"> <li>A school administrator is an educational leader who promotes the success of all students by understanding, responding to and influencing the larger political, social, economic, legal and cultural context.</li> </ul>

## ISLLC Evaluation Standards and Performance Criteria For Education Administrators

### Standard 1: Vision

Performances—The administrator facilitates processes and engages in activities ensuring that:

- 1.1 the vision and mission of the school are effectively communicated to staff, parents, students and community
- 1.2 the vision and mission are communicated through the use of symbols, ceremonies, stories and similar activities
- 1.3 the core beliefs of the school vision are modeled for all stakeholders
- 1.4 the vision is developed with and among stakeholders
- 1.5 the contributions of school community members to the realization of the vision and goals are clearly articulated
- 1.6 progress toward the vision and mission is communicated to all stakeholders
- 1.7 the school community is involved in school improvement efforts
- 1.8 the vision shapes the educational programs, plans and actions
- 1.9 an implementation plan is developed in which objectives and strategies to achieve the vision and goals are clearly articulated
- 1.10 assessment data related to student learning are used to develop the school vision and goals
- 1.11 relevant demographic data pertaining to students and their families are used in developing the school mission and goals
- 1.12 barriers to achieving the vision are identified, clarified and addressed
- 1.13 needed resources are sought and obtained to support the implementation of the school mission and goals
- 1.14 existing resources are used in support of the school vision and goals
- 1.15 the vision, mission and implementation plans are regularly monitored, evaluated and revised

### Standard 2: School Culture and Learning

Performances—The administrator facilitates process and engages in activities ensuring that:

- 2.1 all individuals are treated with fairness, dignity and respect
- 2.2 professional development promotes a focus on student learning consistent with the school vision and goals
- 2.3 students and staff feel valued and important
- 2.4 the responsibilities and contributions of each individual are acknowledged
- 2.5 barriers to student learning are identified, clarified and addressed
- 2.6 diversity is considered in developing learning experiences
- 2.7 life long learning is encouraged and modeled
- 2.8 there is a culture of high expectations for self, student and staff performance
- 2.10 technologies are used in teaching and learning
- 2.11 student and staff accomplishments are recognized and celebrated
- 2.12 the school is organized and aligned for success
- 2.13 curricular, co-curricular and extra-curricular programs are designed, implemented, evaluated and refined
- 2.14 curriculum decisions are based on research, expertise of teachers and the recommendations of learned societies
- 2.15 the school culture and climate are assessed on a regular basis
- 2.16 a variety of sources of information are used in making decisions
- 2.17 student learning is assessed using a variety of techniques
- 2.18 multiple sources of information regarding performance are used by staff and students
- 2.19 a variety of supervisory and evaluation models are employed
- 2.20 pupil personnel programs are developed to meet the needs of students and their families

### Standard 3: Management

Performances—The administrator facilitates processes and engages in activities ensuring that:

- 3.1 knowledge of learning, teaching and student development is used to inform management decisions
- 3.2 operational procedures are designed and managed to maximize opportunities for successful learning
- 3.3 emerging trends are recognized, studies and applied as appropriate
- 3.4 operational plans and procedures to achieve the vision and goals of the school are in place
- 3.5 collective bargaining and other contractual agreements related to the school are effectively managed
- 3.6 the school plan, equipment and support systems operate safely, efficiently and effectively
- 3.7 time is managed to maximize attainment of organizational goals
- 3.8 potential problems and opportunities are identified
- 3.9 problems are confronted and resolved in a timely manner
- 3.10 financial, human and material resources are aligned to the goals of schools
- 3.11 the school acts entrepreneurially to support continuous improvement
- 3.12 organizational systems are regularly monitored and modified as needed
- 3.13 stakeholders are involved in decisions affecting schools
- 3.14 responsibility is shared to maximize ownership and accountability
- 3.15 effective problem framing and problem solving skills are used
- 3.16 effective conflict resolution skills are used
- 3.17 effective group process and consensus building skills are used
- 3.18 effective communication skills are used
- 3.19 there is effective use of technology to manage school operations
- 3.20 fiscal resources of the school are managed responsible, efficiently and effectively
- 3.21 a safe, clean and aesthetically pleasing school environment is created and maintained
- 3.22 human resource functions support the attainment of school goals
- 3.23 confidentiality and privacy of school records are maintained

### Standard 4: Collaboration

Performances—The administrator facilitates processes and engages in activities ensuring that:

- 4.1 high visibility, active involvement and communication with the larger community is a priority
- 4.2 relationships with community leaders are identified and nurtured
- 4.3 information about family and community concerns, expectations and needs is used regularly
- 4.4 there is outreach to different business, religious, political and service agencies and organizations
- 4.5 credence is given to individuals and groups whose values and opinions may conflict
- 4.6 the school and community serve one another as resources
- 4.7 available community resources are secured to help the school solve problems and achieve goals
- 4.8 partnerships are established with area businesses, institutions of higher education and community groups to strengthen programs and support school goals
- 4.9 community, youth and family services are integrated with school programs
- 4.10 community stakeholders are treated equitably
- 4.11 diversity is recognized and valued
- 4.12 effective media relations are developed and maintained
- 4.13 a comprehensive program of community relations is established
- 4.14 public resources and funds are used appropriately and wisely
- 4.15 community collaboration is modeled for staff
- 4.16 opportunities for staff to develop collaborative skills are provided

## Standard 5: Integrity, Fairness and Ethics

Performances—The administrator facilitates processes and engages in activities ensuring that:

- 5.1 examines personal and professional values
- 5.2 demonstrates a personal and professional code of ethics
- 5.3 demonstrates values, beliefs and attitudes that inspire others to higher levels of performance
- 5.4 serves as a role model
- 5.5 accepts responsibility for school operations
- 5.6 considers the impact of one's administrative practices on others
- 5.7 uses the influence of the office to enhance the educational program rather than for personal gain
- 5.8 treats people fairly, equitably and with dignity and respect
- 5.9 protects the rights and confidentiality of students and staff
- 5.10 demonstrates appreciation for and sensitivity to the diversity in the school community
- 5.11 recognizes and respects the legitimate authority of others
- 5.12 examines and considers the prevailing values of the diverse school community
- 5.13 expects that others in the school community will demonstrate integrity and exercise ethical behavior
- 5.14 opens the school to public scrutiny
- 5.15 fulfills legal and contractual obligations
- 5.16 applies laws and procedures fairly, wisely and considerately

## Standard 6: Political, Economic and Legal

Performances—The administrator facilitates processes and engages in activities ensuring that:

- 6.1 the environment in which schools operate is influenced on behalf of students and their families
- 6.2 communications occur among the school community concerning trends, issues and potential changes in the environment in which schools operate
- 6.3 there is ongoing dialogue with representatives of diverse community groups
- 6.4 the school community works within the framework of policies, laws and regulations enacted by local, state and federal authorities
- 6.5 public policy is shaped to provide quality education for students
- 6.6 lines of communication are developed with decision makers outside the school community

## Standards and Indicators for School Improvement

Academic Performance
<ul style="list-style-type: none"><li>❖ Standard One: Curriculum<ul style="list-style-type: none"><li>○ <i>The school develops and implements a curriculum that is rigorous, intentional and aligned to state and local standards.</i></li></ul></li><li>❖ Standard Two: Classroom Evaluation and Assessment<ul style="list-style-type: none"><li>○ <i>The school utilizes multiple evaluation and assessment strategies to continuously monitor and modify instruction to meet student needs and support proficient student work.</i></li></ul></li><li>❖ Standard Three: Instruction<ul style="list-style-type: none"><li>○ <i>The school's instructional program actively engages all students by using effective, varied and research-based practices to improve student academic performance.</i></li></ul></li></ul>
Learning Environment
<ul style="list-style-type: none"><li>❖ Standard Four: School Culture<ul style="list-style-type: none"><li>○ <i>The school/district functions as an effective learning community and supports a climate conducive to performance excellence.</i></li></ul></li><li>❖ Standard Five: Student, Family and Community Support<ul style="list-style-type: none"><li>○ <i>The school/district works with families and community groups to remove barriers to learning in an effort to meet the intellectual, social, career and developmental needs of students.</i></li></ul></li><li>❖ Standard Six: Professional Growth, Development and Evaluation<ul style="list-style-type: none"><li>○ <i>The school/district provides research-based, results driven professional development opportunities for staff and implements performance evaluation procedures in order to improve teaching and learning.</i></li></ul></li></ul>
Efficiency
<ul style="list-style-type: none"><li>❖ Standard Seven: Leadership<ul style="list-style-type: none"><li>○ <i>School/district instructional decisions focus on support for teaching and learning, organizational direction, high performance expectations, creating a learning culture and developing leadership capacity.</i></li></ul></li><li>❖ Standard Eight: School Organization and Fiscal Resources<ul style="list-style-type: none"><li>○ <i>The organization of the school/district maximizes use of time, all available space and other resources to maximize teaching and learning; and support high student and staff performances.</i></li></ul></li><li>❖ Standard Nine: Comprehensive and Effective Planning<ul style="list-style-type: none"><li>○ <i>The school/district develops, implements and evaluates a comprehensive school improvement plan that communicates a clear purpose, direction and action plan focused on teaching and learning.</i></li></ul></li></ul>

## Glossary of Evaluation Terms and Definitions

(As applied to Kentucky's professional growth and certified personnel evaluation process)

Evaluation terms and definitions listed below include those presented in KRS 156.557, 704 KAR 3:345 and KRS 160.345 (2) (c).

**Administrator:** any person who devotes the majority of his/her employed time to service in a position for which administration certification is required by the Education Professional Standard Board in 704 KAR Chapter 20. These positions are superintendent, deputy superintendent, assistant/associate superintendent, principal, assistant principal, guidance counselor, director or special education, supervisor of instruction, director of pupil personnel, dean of students, director of federally supported programs, professional development coordinator, director of district-wide services, instructional coordinator and district assessment coordinator. Head teachers may also serve as evaluators of certified personnel based upon KRS 160.345. The administrator assumes the role of evaluator for all certified school personnel whom s/he immediately supervises.

**Appeals:** a process whereby any certified personnel employee who feels that the local school district failed to properly implement the approved evaluation system can formally disagree with his/her evaluation.

**Conference:** a meeting involving the evaluator and the certified employee evaluated for the purpose of providing feedback from the evaluator, analyzing the results of observation(s) and other information to determine accomplishments and for identifying areas for growth leading to establishment or revision of a professional growth plan.

**Corrective Action Plan:** a plan developed by the evaluator and evaluatee as a result of an unsuccessful standard rating(s) on the summative evaluation. Specific assistance and activities are identified and progress monitored.

**Evaluatee:** one whose behaviors and performances are being observed, examined, appraised or critiqued

**Evaluation:** the process of assessing or determining the effectiveness of the performance of the certified employee in a given teaching and learning or leadership and management situation, based upon predetermined criteria, through periodic observation and other documentation such as portfolios, peer reviews, products or performances. Evaluation shall also include the establishment and monitoring of individual professional growth plans.

**Evaluation Committee:** consists of local school district teachers and administrators who are responsible for developing evaluation procedures and forms for the district evaluation plan. The committee is made up of equal numbers of teachers and administrators.

**Evaluation Plan:** includes evaluation forms and procedures. The procedures shall provide for both formative evaluation and summative evaluation components. The Kentucky Department of Education must approve both the plan and the procedures.

**Evaluation Procedures:** as well as the evaluation forms, must be designed to foster professional growth and to support individual personnel decisions.

**Evaluator:** one who appraises or carefully examines behaviors and performances to determine a value. Evaluators must be trained, tested and certified.

**Formative Evaluation:** a continuous cycle of collecting evaluation information and interacting, and providing feedback with suggestions regarding the certified employee's professional growth and performance.

**Indicators:** are measurable or observable behaviors and outcomes that demonstrate performance criteria



**Individual Professional Growth Plan (IPGP):** a plan whereby the person being evaluated establishes goals for enrichment and development and the assistance of the evaluator are identified. The individualized plan includes objectives, a plan for achieving the objectives and a method for evaluating success. The individual professional growth plan shall be aligned with specific goals and objectives of the comprehensive school improvement plan (CSIP) or comprehensive district improvement plan (CDIP).

**Job Category:** the term used to signify a group or class of positions with closely related functions such as principal, coordinator or director.

**Monitoring:** to supervise; to check systematically or scrutinize for the purpose of collecting specified categories of data. (For example: principals monitor teachers lesson plans, units of study, interactions with students, parents and each other.)

**Observation:** a process of gathering factual information in the performance of duty, based upon predetermined criteria in the district evaluation plan.

**Observee:** one who is observed by the observer.

**Observer:** one who sees and reports behaviors. This is usually the primary evaluator.

**Openly:** with full knowledge of others (evaluatee).

**Other Support Staff:** any certified staff other than teacher or administrator.

**Performance Criteria:** performance areas, skills or outcomes on which the certified employee shall be evaluated based upon position and the district evaluation plan.

**Position:** a professional role in the school district such as teacher, secondary principal, supervisor of instruction.

**Primary Evaluator:** the evaluator who is the employee's immediate supervisor (principal, associate principal, head teacher, etc...).

**Post-Conference:** a meeting between the evaluator and the certified personnel employee to provide feedback from the evaluator. The evaluator and the certified personnel employee analyze the results of observation(s) and other information to determine accomplishments and areas of growth leading to the establishment or revision of an IPGP.

**Pre-Conference:** a meeting between the evaluator and the certified personnel to discuss and plan the schedule, date, content, time, etc... of the observation(s).

**Standards of Performance:** acceptable qualitative or quantitative levels of specific job performances expected of effective certified personnel employees.

**Summative Evaluation:** the summary of, and conclusions from, all data, including but not limited to the formative evaluation data. The summative evaluation occurs at the end of an evaluation cycle. Summative evaluation includes a conference involving the evaluator and the evaluated certified employee and a written evaluation report.

**Teacher:** any certified staff person who directly instructs students.